Illustrative lessons correlating lipreading and auditory training with classroom materials in the junior and senior high schools.
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

THESIS

ILLUSTRATIVE LESSONS CORRELATING LIPREADING AND
AUDITORY TRAINING WITH CLASSROOM MATERIALS IN THE
JUNIOR AND SENIOR HIGH SCHOOLS

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Chapter I

INTRODUCTION

The tendency today is to keep the hard of hearing child in the regular classroom with hearing children. Ollie L. Backus 1/ says, "The most essential educational need of hard of hearing children is to learn to adjust as well as possible to the life they must lead in a hearing world. Therefore, if they can possibly keep up in the public schools, it is preferable that they maintain contact with normal people". Because he can get help from an improved hearing aid and from a specially trained teacher in lipreading and auditory training, even a severely handicapped child should be able to succeed in a regular classroom situation. Many pupils who have reached the junior and senior high school level will need instruction in lipreading and auditory training. Some of these pupils are beginning to lose their hearing; some have had a hearing loss which has gone unnoticed, and some have had a severe hearing loss for some time and need continued instruction. It is one of the functions of the itinerant lipreading teacher to tend to the needs of each of these three groups of pupils.

Statement of the Problem

"Probably there is no educational field in which there is such a meagre supply of good material as in teaching lipreading". 1/ Because of this lack of suitable materials, the teacher of the hard of hearing has been far too dependent on texts suitable for the education of the deaf. "Materials used for the education of the deaf, even when adapted, do not prove satisfactory with hard of hearing students". 2/ Although some materials are available for teaching specifically the younger child, for the pupil of the junior and senior high schools there is very little that is usable and practically nothing that is interesting. It is the purpose of this thesis to construct eighteen sample lessons based on English, the social studies and science for teaching lipreading and auditory training to pupils of the junior and senior high schools with the emphasis on the following objectives:

1. Correlate lipreading activities and auditory training techniques with the school curricula and classroom activities.
2. Provide opportunities for the use of all the sensory avenues: visual, auditory, kinesthetic.
3. Make use of any residual hearing.
4. Improve articulation and voice.

5. Give information about the ear and ear conditions.

6. Work with the teacher toward the elimination or reduction of subject inadequacies. (1-6 adapted). 1/

7. Present as many situations as possible in the lipreading lesson that confront the pupil in the regular classroom.

Justification

Most educators and others who have dealt with the hard of hearing recognize the value to the hard of hearing person of the art or skill of reading the lips.

In her book Ollie L. Backus 2/ states:

"Every hard of hearing person should develop this art (speech reading, more commonly known as lipreading) to the best of his ability, and to this end special instruction should be available to such individuals".

In his article Lyle Gordon Reynolds 3/ says:

"If training in lipreading has helped children achieve and adjust in school, this evidence is a vital testimonial to the value of such instruction".

Auditory training, which is teaching the pupil to make the best use possible of his residual hearing and training him to use a hearing aid to advantage goes hand in hand with lipreading skills.


2/ Backus, loc. cit.

Miriam D. Pauls 1/ in her chapter on Speech Reading states:

"The use of a hearing aid never eliminates the need to learn speech reading. Both are integral parts of the same process and work together".

Dr. Hayes A. Newby 2/ has this to say about lipreading and auditory training:

"The emphasis today is in teaching lipreading not as a substitute, but as a working partner to the hearing which remains".

Irene R. Ewing 3/ proves the above with a test she conducted at Manchester University, England with ninety-two unselected partially deaf patients. The results are given below:

"Conditions of Test

<table>
<thead>
<tr>
<th>Patient's Average Score Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1. Ordinary listening without lipreading or use of an aid</td>
</tr>
<tr>
<td>2. Ordinary listening together with lipreading</td>
</tr>
<tr>
<td>3. Listening through a 3-valve aid without lipreading</td>
</tr>
<tr>
<td>4. Listening through a 3-valve aid together with lipreading</td>
</tr>
</tbody>
</table>

These results show the value of lipreading when speech is only partially or imperfectly heard. To put it another way, neither auditory stimulation nor visual stimulation by itself is entirely adequate. The combination of both is exceedingly effective".


Having established that lipreading and auditory training are necessary in the instruction of the hard of hearing in the regular classroom, we arrive at another premise: skill in lipreading as in playing the piano or developing the singing voice comes from constant practice.

Elizabeth Helm Mitchie 1/ says:

"As all teachers of lipreading know, skill in reading the lips can come only from months, and even years of practice".

Since the pupil needs constant practice, the teacher soon runs out of good material to use. Unlike the classroom teacher who uses a wealth of material with dozens of succeeding classes, the lipreading teacher finds herself in the reverse position of having the same pupils year after year with very little to offer them that they have not heard before.

Elizabeth Helm Mitchie 2/ continues:

"It is often difficult to find suitable material to use with pupils who have covered all of the lessons in their first book, and it requires a great deal of time and effort to prepare such material for use".

Some pupils who have reached the junior and senior high school level resent giving up a study period for instruction in a skill they feel they can easily forego. In this respect Berry and Eisenson 3/ say:


2/ Ibid.

"The teacher of the hard of hearing child must find some way of glamourizing speech reading instruction so that the child will not mind leaving his classmates".

Cora Elsie and Rose Kinzie continue in the same vein:

"There should be absolutely no place in the school program for dull, lifeless, insipid material. Every bit of it should be stimulating; every lesson given should vibrate from beginning to end".

Many students of speech have recognized the value of integrating speech correction with classroom subjects. One has only to look at the titles of theses on file at many universities. In the same way, lipreading materials can be compiled from the rich supply of books, records and pictures available to the classroom teacher. Here is an untapped source of materials which can be renewed and used year after year. In his article D. E. Yenrick says:

"The speechreading teacher will find it profitable to construct his speechreading lessons on the same units that the regular classroom teacher is using".

Finally the use of classroom materials combined with lipreading techniques will help the pupil understand his subjects better. Naturally, it is impossible for the lipreading teacher to cover the same lesson the same day it is being taught by the classroom teacher, especially at the junior and senior high school level. However, by including classroom material the lipreading teacher can help the hard of hearing student by preparing him for

1/ Cora Elsie and Rose Kinzie, Lip-Reading for the Deafened Adult, John C. Winston Co., Chicago, 1931, p. 15.
2/ D. E. Yenrick, op. cit.
something to come or by clarifying a lesson he has just had. In this way the lipreading teacher becomes a link between the pupil and the regular classroom. She helps the hard of hearing student feel more secure in his studies and adjust more easily to the new life of the junior and senior high school.

Mary K. Ryan in her thesis points out:

"As each one recognizes the particular needs of the adolescent student, the total curriculum should represent an integrated attempt to aid and direct the students in a singularly difficult and unique stage of their development. Each course of study must contribute to personality growth and be responsible for a portion of the completed picture".

Scope

This study will be concerned with a compilation of teacher's materials to be used to teach lipreading and auditory training to hard of hearing pupils at the junior and senior high school level.

Eighteen sample lessons will be prepared incorporating all the lip movements from the clearly visible to the more obscure. Most of the materials will be original. The lessons will depend on the school curriculum but will not necessarily follow the text used in the classroom. Each lesson is a complete unit with suggestions for the use of pictures, records and filmstrips which have a close relationship to the lesson and classroom material.

The sequence of the movements follows the system used by Edward B. Mitchie as follows:

1. **Consonants**
   - revealed by
   - a. lips
   - b. tongue
   - c. context

2. **Vowels**
   - a. puckered
   - b. relaxed
   - c. extended

3. **Diphthongs**
   - a. puckered
   - b. relaxed - narrow

A loose leaf arrangement is used whereby the teacher may change the order of the lessons to suit her needs or add material to any particular lesson as she wishes. The loose leaf arrangement was suggested by Harriet Montague. The lessons will follow this pattern:

1. Description of the lip movement
2. Examples of this movement
   - a. in initial, medial, final positions and blends
   - b. taken from the story or sentences which follow in the lesson
3. Drills on
   - a. homophenous words
   - b. words rhyming with each other, one word having the sound being studied and another word having a different sound already studied or to be studied in the following lessons
4. Story or sentences emphasizing the sound studied in the lesson and correlated with school work
   - a. Questions on story

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b. Sentences given with clue words based on story

c. Written work with written answers to questions given orally by teacher, depending on auditory and visual clues

3. Miscellaneous

a. Quick quizzes (oral)

b. Word games (oral and written)

Definition of Terms

Speech reading or lipreading (the older form) is the art or skill of reading the lips. Many authorities have felt that the term, "lipreading", was a misnomer because lip movements as such presented only a small percentage of the "clues". Therefore, the term, "speech reading" began to be used. The student was to grasp the situation as a whole, analyzing gesture and facial expression, not lip movement alone. However, one continues to see the term, "lipreading" even in recent articles. "Lipreading" is the more familiar form. In this study both terms will be used synonymously.

Auditory training
Auricular Acoustical

are terms used to mean the training of the residual hearing of a hard of hearing person. If the person wears a hearing aid, it means also training in the use of an aid so that the person may get the greatest benefit from the use of one. Lowell Brentano 1/ explains the functioning of auditory training as, "learning to listen - a mental exercise, a continuous call on conscious effort". In this study, the term "auditory training", will be used.

S. R. Silverman in his chapter, "Hard of Hearing Children" defines the deaf and the hard of hearing as follows:

1. **The Deaf**: Those in whom the sense of hearing is non-functional for the ordinary purposes of life
   
a. **Congenitally deaf**: Those who were born deaf
   
b. **Adventitiously deaf**: Those who were born with normal hearing, but in whom the sense of hearing became non-functional through illness or accident

2. **The Hard of Hearing**: Those in whom the sense of hearing, although defective, is functional with or without a hearing aid

This study is concerned only with (2).

In many schools, in general, only pupils with a 25 to 50 decibel hearing loss in the better ear are considered for special work in lipreading and auditory training. These pupils are defined as hard of hearing.

"Decibel is one-tenth of a bel, the number of decibels denoting the ratio of two amounts of power being ten times the logarithm to the base 10 of this ratio. The abbreviation, db, is commonly used for the term decibel". 2/

**Audible voice** means capable of being heard, or the loudness of average conversation which is between 50 and 60 decibels. 3/


Inaudible voice means voice that has a loudness of less than 50 to 60 decibels 1/, probably between 20 and 40 decibels. It does not mean voice that cannot be heard at all.

A voiceless consonant is one in which there is no vibration of the vocal chords, consequently there is no tone 2/. It is a noise caused by the friction of the air as it passes the mouth and lips.

A voiced consonant is one in which there is vibration of the vocal chords and consequently tone 3/.

Homophones are words whose consonant sounds have the same visible movements. E.g. "the sounds which have homophenous formations are in the consonants: (1) p-b-m; (2) f-v; (3) wh-w; (4) s-z; (5) sh-zh-ch-j-soft g; (6) t-d-n; (7) k-hard g-ng". 4/

1/ Davis, loc. cit.


3/ Ibid., p. 94.

Chapter II

REVIEW OF RELATED LITERATURE.

Subject Matter for the Lessons:

Although various texts are used in the teaching of English, the social studies and science in the junior and senior high schools, a certain uniformity is observed as far as the general aims and principles are concerned. Greer, Van Arsdale and Wilber in their text describe the meaning of literature to the junior and senior high school in a way that is applicable for all texts on English literature. The authors state:

"Literature is a living art. It moves in tune with a living, active world of people and things, and its scope encompasses the universal drama of the past and the present. All literature worth reading has a very real connection with life as it has been, is, or should be, lived. As such, it harbors appeals to every age and taste. Adventure, mystery, heroism, romance, friendship, humor, rivalry, ambition, and patriotism, which go to make up the world at large, are all to be found in the pages of literature."

With the above as a guide, for the lipreading lessons correlated with the English curriculum it was decided to follow the curricula established in the New Bedford, Massachusetts Junior and Senior High Schools, the emphasis being namely on Shakespeare and the nineteenth century American and English writers.

The social studies program is very fluid, and quite extensive insofar as the ground covered is concerned. However, it was possible to pinpoint the aims and objectives of the social studies program at the secondary level from a statement by Rogers, Adams, and Brown in their book:

"There is little doubt that the greatest help we can give to the ninth and tenth graders as they try to understand their world is to present a limited number of major topics surrounded by a host of associated details".

For the lessons in lipreading and auditory training on the social studies the aim was to follow this suggestion by presenting programs associated with major events in American history.

In the preparation of the lipreading and auditory lessons in science the material was taken from Smith, Carpenter and Wood. These texts which are used for the junior high school divide the work into six units for each book. The first book has the following units: Air, Fire, Machines and Electricity, Water, Rocks and Soil, Ourselves. The second has the following: Weather, The Heavens, Magnets and Electricity, Community and Personal Health, Farm and Garden, Conservation. With such clearcut divisions it was easier to construct certain sample lessons for the lipreading classes.


There are several speech reading methods available to the lipreading or speech reading teacher. Ruth Beckey Irwin describes them briefly in her book:

"Montague gives an excellent review of the six methods developed by Bruhn, E. B. Nitchie, Kinzie, Jena, Mason, and Morkovin. The Mueller-Walle Method, used by Marthe Bruhn about 1902, works into meaningful material from syllables which are easy to see to those which are invisible.

Edward B. Nitchie (1902) gave his attention to psychological aspects of lipreading. Although he never followed the Mueller-Walle Method, he gave much time to the analysis of the speech movements. As he recognized that only half of the speech-sound movements were visible, he worked for the whole meanings. Cora Elsie Kinzie, believing they could not be improved upon, took over the first three lessons of the Mueller-Walle Method.

Bruhn, Nitchie, and Kinzie were similar in their methods in that they (1) analyzed visible speech movements (and practiced these movements in words and sentences) and (2) recognized that the mind must be trained to grasp meaning of speech movements that cannot be seen.

The Jena method calls attention to the feel of the movement of the sound. The pupil recites with the teacher and is advised to sense the feel of what happens when he talks. A great point of rhythm is made.

Mason's method was developed through the use of films based on the various movements of speech. These films are used after the student has mastered the theory and fundamental principles of lipreading. Morkovin carries on the idea of silent film, but dramatizes "life situations". A combination of all methods is possible with the Morkovin approach.

For use with the secondary school pupil, Elizabeth Helm Nitchie in her book puts into definite form the ideas for

2/ Elizabeth Helm Nitchie, op. cit.
work with advanced pupils which Mr. Mitchie used for a number of years. There are exercises on the movements following the Mitchie method. In addition, Mrs. Mitchie has added a section devoted to suggestions to teachers and to programs which include miscellaneous practice material, stories and a play. This particular section can be adapted by the lip reading teacher to suit the needs of the older student even though it is not presented in lesson form.

Cora Elsie Kinzie and Rose Kinzie 1/ in their text stress the importance of graded lessons:

"The need of a carefully graded system of technical instruction, by which students could be instructed progressively according to ability, became more and more evident as we dealt with the many different types during our years of experience in teaching.——The Kinzie Method of Graded Instruction in Speech Reading, comprising courses of progressive instruction in nine grades, in conjunction with Graded Class Practice, constitutes the ideal media for definite work along this line".

For the first three lessons they have used Bruhn's method. From there they have progressed to lessons on the various lip movements with a large section on stories followed by questions on the stories, and drills on homophenous words.

In her book Harriet Montague 2/ has prepared a work for slow pupils which may be suitable for high school students. It consists of a set of thirty lessons from simple to difficult. She uses no syllable practice at all. Key words, phrases, sentences and stories related to particular movements are used.

1/ Kinzie, op. cit., pp. 2,3.
2/ Montague, op. cit.
In order to ascertain what was being used in other school systems letters were sent to ten lipreading teachers in ten different cities in the United States in public school situations. The cities were picked for their size and location. Nine answers were received out of the ten letters sent. The letters were in the form of a brief questionnaire with spaces between each question for the teacher to fill in the answer. Some of the teachers who received a letter did this and some wrote another letter along with the filled-in questionnaire. Others replied with a request for information for themselves as well as answering the questionnaire. After studying these answers, it was found that the lipreading material most commonly used with the older students were Ordman and Ralli, What People Say and Feilbach, Stories and Games for Easy Lipreading Practice, both texts suitable for high school students.

What People Say by Ordman and Ralli follows the Mitchie method of lipreading. The aim in this book is to integrate lip-reading techniques with material used in everyday conversation. The authors state their purpose in the foreword:

"The material in this book was prepared with the object of reproducing everyday conversation as closely as possible. The words used as key words to the sentences were selected, first, because they contain the movement taken up in the lesson, and second, because they are all words that are in the average person's vocabulary. Every sentence had to pass the test: 'Is this what a person might actually say in conversation?'."

The book consists of thirty lessons, each one consisting of
(1) description of the lip movement, (2) contrasted with other
movements, (3) sentences with clue words, (4) homophenous words,
(5) stories and sentences used in everyday conversation in visits
to shops, offices, schools, neighbors' houses, etc.

Rose V. Feilbach 1/ in her little book presents a wealth of
material which can be used as a basis for more lipreading practice.
No attempt is made to explain the lip movements; no drills are
given and no correlation is made with any particular school sub-
ject or life situation. The teachers questioned in the question-
naire correlated material in Miss Feilbach's book with their own.

Rose Church 2/ in her thesis shows a development of the
sound 'r' from simple syllables to words, then sentences, and fin-
ally stories integrated with classroom materials, including all
grade levels. The material is based on the Mueller-Walle Method
of lipreading as interpreted by Marthe Bruhn. Other sounds could
be developed in the same manner.

Very few books on teaching lipreading have appeared in the
last ten years. Most lipreading teachers have been using texts
that have been in use for the last fifty years. However, many

1/ Rose V. Feilbach, Stories and Games for Easy Lipreading

2/ Rose Church, "A Manual of Illustrative Lessons of the
Mueller-Walle Method Correlating Speechreading with
Curricular Materials", (Unpublished Master of Education
Thesis, Boston University, 1956).
teachers and others connected with the hard of hearing have published articles in the various speech and hearing journals with suggestions for lesson plans and uses of various audio-visual aids.

Ruth Beckey Irwin 1/ emphasizes developing lessons around a situation which is interesting to the pupils of a particular grade level:

"High school boys and girls will be interested in sports, movies, television, shopping, dining out, travel, and parties".

Mrs. Irwin 2/ then presents a lesson plan prepared and taught by Evelyn R. Brott (Director of Speech and Hearing Clinic, Cleveland Heights, Ohio) for high school girls which develops a lipreading lesson on a visit to the Junior Miss section of a department store.

The trend seems to be toward integrating lipreading skills with the classroom subjects. Ruth Beckey Irwin 3/ has this to say:

"As much as possible, the lessons should be integrated with the regular school subjects and activities".

E. T. McLaughlin 4/ also urges the correlation of speech and speech reading techniques with classroom subjects.

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1/ Ruth Beckey Irwin, op. cit., p. 170.
2/ Ibid., p. 224.
3/ Ibid., p. 164.
D. E. Yenrick 1/ in his article makes a very strong appeal for the integration of school curricula with speech reading techniques:

"The writer maintains that one must not lose sight of the fact that hard of hearing children can thrive under the educational procedures and conditions which have proved valuable with normally hearing children. The same type of curriculum can be used for hard of hearing children as that used for normally hearing children, with few minor deviations".

He illustrates this statement further by a series of lessons based on (1) a school reading book, (2) letter writing based on Junior Units in English, (3) Lesson on Sound J taken from a school text, Tales from Far and Near, (4) Lesson on L, "The Lion Farm" based on Study Readers, Book Four. Yenrick 2/ sums up the situation:

"Experience has indicated that there has been too little carry-over from the special curriculum to the regular curriculum except when the hearing therapist plans the work in such manner that materials of one class are used in the other".

In addition to this correlation between speech reading and the school subjects, more emphasis is being laid on auditory training as a part of the hearing conservation program. Hayes A. Newby 3/ in his article states:

"For special instruction in auditory training each child will have to be considered individually, just as the speech teacher decides who needs help in speech, and the lipreading teacher decides who requires special instruction in lipreading. . . . The auditory training program must be integrated with the teaching of these other skills".

1/ Yenrick, op. cit.
2/ Ibid.
3/ Newby, op. cit.
In their quest for interesting materials to motivate the hard
of hearing pupil we find many authorities urging the use of audio-
visual aids. Mary E. Numbers 1/ of the Clarke School for the Deaf
says in her article:

"Pictures and drawings help to make words come alive".

Ruth Beecky Irwin 2/ in her book adds:

"Pictures are excellent for the motivation of all kinds of
activities, so the therapist should collect many of them".

Joseph Grangreco 3/ agrees with the two teachers above. In his
classes at the Iowa School for the Deaf he has found that:

"To stimulate language I might bring in a newspaper, a maga-
zine, pictures or various objects. In the discussion that
follows it is often necessary to use pictures and diagrams
to help make it more meaningful".

Still others are finding great advantages in the use of records
and specially planned motion pictures. In this respect, Dr.
Levine 4/ in a panel discussion talked of the:

"untapped but tremendous possibilities of especially planned
motion pictures to bring meaningful life-information into
the classrooms, minds and hearts of the deaf and hard of
hearing at every age level".

1/ Mary E. Numbers, "A Word is a Word is a Word", Volta Review,

2/ Irwin, op. cit., p. 168.

3/ Joseph Grangreco, "Developing Language Through a Daily News

4/ E. S. Levine, "What Life Experiences Are Required", Volta
Ordmann and Ralli\(^1\) in their book suggest the use of a record player as an aid in listening:

"Many pupils enjoy listening to a story after they have understood it by lipreading. If a record player is available to the teacher, records may be used. The chief advantage in using records rather than the living voice, is that the same material, given in exactly the same way, may be listened to over and over again".

From the research it is becoming more apparent that although the essential basic techniques for teaching lipreading remain unchanged, the teachers today are beginning to reach out for new ideas and to discover means for making teaching materials more colorful and more meaningful to their pupils.

\(^{1}\) Ordmann and Ralli, op. cit., p. v.
Chapter III

PROCEDURE

After studying the research, it was found that, with the exception of the thesis by Rose Church \(^1\) there was nothing which answered specifically the needs of the hard of hearing pupil in the junior and senior high schools, as set forth in the statement of the problem.

To compile lessons in lipreading and auditory training for this hard of hearing group it was necessary, first of all, to obtain an idea of the courses of study of the junior and senior high schools at the local level and compare them with other courses in other junior and senior high schools in the country. This information was procured from the principals' offices, the guidance department and the offices of the heads of departments of the junior and senior high schools in New Bedford, Massachusetts. The courses in general indicated that in (1) English literature the following items were stressed: American and English writers of the 19th century, English writers of 16th, 17th and 18th centuries, especially Shakespeare; (2) Social Studies: Ancient through modern European history, American history; (3) Science: general information on physics, chemistry, astronomy and geology.

\(^1\) Church, op. cit.
After consulting the various texts used in the junior and senior high schools, methods for teaching lipreading and auditory training used by different authorities in books and speech and hearing journals were studied as mentioned in the research. For this study the Nitchie 1/ method of presenting the consonants and vowels was adopted. The lesson plans, however, are original, both the method of presenting the content and most of the content itself. In addition miscellaneous materials such as pictures, records and film strips were examined as possible sources for lessons.

Drills, sentences and stories were prepared. These materials were tried out in the lipreading classes of the junior and senior high schools of New Bedford, Massachusetts. Any material that was too difficult for the pupil or lacked interest was eliminated. Finally, eighteen sample lessons presented as complete units were compiled with suggestions and instructions for use in teaching lipreading and auditory training to the junior and senior high school pupils.

1/ Edward Nitchie, op. cit.
Chapter IV

LESSON PLANS
Foreword

The itinerant teacher in lipreading and auditory training in a public school system usually has many grade levels to teach. Not only is it essential for her to be thoroughly trained in her particular field, but also it is desirable that she have a rich experience in regular classroom work, and above all that she understand the many needs and problems of her hard of hearing pupils. Very often she has to act as a teacher, a nurse and a friend. Because of these demands, her knowledge must be profound and her sympathy and understanding unlimited. In order to help lighten the task involved in the preparation of her lesson plans these sample lessons are offered in the hope they will aid the teacher in her work with the hard of hearing pupils in the junior and senior high schools.

1. The lessons may be used in their entirety or in part depending on the needs of the individual student. They are designed for use with individual pupils or for a group. Each lesson has its own complete set of instructions and usually covers more than one period of class instruction. The loose leaf arrangement and the divisions of the lesson make it possible for the teacher to take only what she needs for a certain day. This arrangement was adopted to lighten the load of the lipreading teacher who usually has a great deal of material to carry with her from school to school.

2. A good teacher who desires variety will try to include among her materials a rich supply of pictures. These always help to
illustrate a point in the lesson and to keep the pupil interested in his work. Before each lesson certain pictures are recommended. Along with the pictures names of records are suggested which may represent the classical or modern type of music and narration as in the records for "Ivanhoe". Filmstrips with or without sound can play an important role in the education of the hard of hearing. Here there is an opportunity for practising lipreading as well as auditory training. Many programs presented today are valuable to all children and particularly so to the hard of hearing. These audio-visual aids should be available from the audio-visual library of the school department. However, although desirable, they are not essential to the development of the lesson. It is not the purpose of these lessons to complicate the program of the lipreading teacher with suggestions for making devices and other teaching aids.

3. The content of the lessons includes:

a. Drills on the sound being studied
b. Homophones (to develop vocabulary)

These may be given by the teacher looking and speaking directly to the pupil, the pupil receiving both visual and auditory clues. Then the teacher may continue from different positions in the room, the pupil being required to respond to an auditory stimulus. If a pupil is very hard of hearing in one ear, practice of this kind trains him to localize sound. Without visual clues the pupil learns to listen. Very often the classroom teacher wanders around the room as she dictates or as she comments on the
work of individual pupils. The lipreading teacher should try to present to the hard of hearing pupil as many situations as possible that he will encounter in the regular classroom. A suggestion is made also that the teacher allow another pupil to act as teacher so that the class becomes accustomed to reading the lips of others and to listening to other voices than the voice of the lipreading teacher. Moreover, this practice gives the hard of hearing pupil an opportunity to develop assurance in getting up and speaking before a group. This is very desirable at this grade level where many students are required to give oral reports in front of other students in the regular classroom.

c. Stories

The lessons are developed from a story based on courses used in the regular classroom with the exception of The Yearling. This book is presented because it is on the recommended list for outside reading, and consequently often used for book reports. Some emphasis is made on Shakespeare not only because of the great literary value but also because he has become available to so many through the radio and television. As Kinzie 1/ explains in her book:

"The story is a form of material that offers excellent practice in synthetic understanding under sustained concentration. The mind is held to the content and the sequence of ideas affords continuous practice in building up thought. This is extremely valuable in training the mind to follow conversation".

1/ Kinzie, op. cit., p. 54.
d. Written Work

The written work at the end of the lesson serves as a review of the lesson as well as a test of what the pupil has learned of the lesson. It helps to fix the material discussed more firmly in his mind. As it is presented in the lessons with both auditory and visual clues it is both a lipreading and auditory training exercise. Ena G. MacNutt 1/ states in her book concerning written work:

"To some degree also written work provides the pupil and teacher with an opportunity to check the progress made. It develops the practice for following directions without help from others".

Whether the teacher should use audible or inaudible voice again depends on the needs of the individual pupil. If the hearing loss is moderate most of the instruction should be given in inaudible voice. In all details it becomes more and more evident that there can be no fixed set of rules for any group of children. This is especially true of the hard of hearing pupil. Lesson plans are made and devices are presented with the hope that they will serve for the hard of hearing group as a whole, but in the final analysis the hard of hearing person is an individual and must be treated as such.

1/ MacNutt, op. cit., p. 3.
A Lesson on the Ear and How It Works 1/  
for Junior and Senior High Schools  
Grades 7-12

Before the class assembles the teacher should

1. have ready a chart of the ear. (For this lesson, Your Ears and Eyes published by Scott, Foresman & Co., New York is recommended.)

2. film strip: How Your Ears Work

3. write on board the names of the parts of the ear which will occur in the course of the lesson.

To Pupils: Before we begin studying some of the sounds I believe it would be very interesting to learn something about our ears and how the sound reaches us. You will study about sound when you take up physics. Oh, we know we have ears. Boys usually hate to wash them! Girls and women sometimes put ear rings on them. Animals have ears, too, of course. Haven't you ever noticed your little dog perk up his ears when you call him? Look at this diagram. This is a picture of the ear, not as we can see it, but as it actually is. What we see when we look in the mirror or at our neighbor is this part. (Teacher points to the outer ear or pinna on the chart.) The pinna is not very important. Man has lost or never acquired the three main functions of the external ear of most animals: (1) to collect and focus the energy of the sound

1/ Hallowell Davis, op. cit., pp. 50-62.
waves, (2) to localize the sound by turning the ears instead of the whole head, (3) to keep water and dirt out of the ear canal. You see the pinna is not very useful; it really is just an ornament. Right here (Teacher points to the external auditory canal) is the external auditory canal which runs nearly horizontally toward the center of the head where it ends in the ear drum or tympanic membrane. On the external auditory canal (Teacher points) grow little hairs which help to protect the ear drum. The skin of this canal gives off a bitter tasting wax which keeps out insects and prevents the canal and the drum from drying out.

Behind the ear drum, which is a pearl grey wall at the end of the canal, is the middle ear. Here we find three tiny bones, ossicles, the smallest bones in the body. (Teacher points to middle ear.) The first of these bones is called the hammer (Latin, malleus) whose handle is attached to the drum; the enlarged round head of the malleus nestles into a well-fitting socket, the anvil or incus, the second of the tiny bones. These two bones move together as a single unit. The anvil or incus ends in a long slender tip near the center of the middle ear cavity and in contact with the tiny head of the stirrup or stapes, the last of the three little bones. The stapes is named thus because of its shape. Note how its footplate fits into the oval window that looks into the inner ear. There is a tube which connects the middle ear with the back of the nasal cavity or naso-pharynx. This tube is called the Eustachian tube. (Teacher points out the Eustachian tube on the chart.) The function of the Eustachian tube is to
equalize the air pressure inside and outside the eardrum. Another opening between the middle ear and the inner ear is the round window located just below the oval window.

Now we come to the inner ear which is quite complicated.

Note: For this portion of the lesson a drawing of the inner ear is necessary or the teacher can draw one as she explains the different parts. This part of the lesson is not recommended for the seventh and eighth grades. The inner ear is explained more simply at the end of the lesson. The teacher may use either explanation depending on the age and ability of her pupils.

To Pupils (cont.): This whole part is known as the labyrinth and is filled with a clear fluid. The central portion (Teacher illustrates) is known as the vestibule. It joins three semi-circular canals, (Illustrate) which help us maintain our balance, and the cochlea, which is the organ of hearing. The cochlea looks like a snail. If we could uncoil this snail and slice it down the middle we would see a canal divided into an upper (vestibular) and lower (tympanic) gallery by a bony shelf. The division of the two galleries is completed by a membrane called the basilar membrane. On the vestibular side lies a tube which contains the sensory cells known as the Organ of Corti. These sensory cells are called hair cells because of the dozens of tiny hairs that each cell has. When the basilar membrane bulges in and out the hair cells bend and send nerve impulses to the brain. At this moment we hear!

A sound is collected in the outer ear; it travels along the
canal, sets the drum in vibration which in turn rocks the three tiny bones. The sound makes the stapes attached to the oval window push the fluid in the vestibular gallery. The basilar membrane bulges into the tympanic gallery and in turn the membrane of the round window bulges into the air-filled middle ear. During this process the hairs of the Organ of Corti are stimulated and a message is delivered to the brain.

Note: The following explanation is presented for the seventh and eighth grades.

This shell-like part together with the three semi-circular tubes above form the inner ear. The tubes help us maintain our balance. This inner ear is filled with a clear fluid. The sound waves make this liquid begin moving, and the moving causes the nerves in the inner ear to send sound messages to the brain. When this happens, we hear.

Questions on the Ear:

Note: Ask these questions orally after giving the story of the ear to see whether the pupils have a general understanding of what you have just told them.

1. What are the three main divisions of the ear?
2. What is the pinna?
3. Where is the ear drum?
4. Name the three small bones of the middle ear.
5. Do you know where the Eustachian tube is?
6. What does this tube do?
7. Describe the path sound travels so that we hear.
### Association Memory Identification

**Note:** The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences changing the order.

**To Pupils:** I want you to repeat the sentences that you hear.

| **auditory canal** | 1. Little hairs grow on the external auditory canal which help to protect the ear. |
| **hammer** | 2. The hammer is the first of the three tiny bones of the middle ear. |
| **ear drum** | 3. The handle of the hammer is attached to the ear drum. |
| **anvil** | 4. The anvil is the second tiny bone of the middle ear. |
| **stirrup** | 5. The third tiny bone of the middle ear is called the stirrup. |
| **footplate** | 6. The footplate of the stirrup fits into the oval window. |
| **shell** | 7. The inner ear is shaped like a shell. |
| **fluid** | 8. The inner ear is filled with fluid. |
| **sound** | 9. When sound travels it moves this fluid. |
| **hear** | 10. The moving of the fluid sends sound messages to the brain and we hear. |

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**Written Work:**

**Auditory and Visual**

**Note:** Pass out papers to pupils. The teacher will read each statement slowly and clearly.

**To Pupils:** If the statement I give is true, put T after the number of the sentence; if the statement is false, put an F after the number of the sentence:
1. The outer ear catches the sound.  
2. A matchstick is a good thing to use to clean your ears.  
3. The auditory canal has wax to keep out insects.  
4. The ear drum is made up of bone.  
5. The hammer, the anvil and the stirrup are all attached to the ear drum.  
6. The Eustachian tube brings air into the middle ear.  
7. The inner ear is filled with liquid.  
8. The best thing to do about an ear ache is to forget it.  
9. If you blow your nose too hard, you may cause an infection in your ear.  
10. The sound waves make the liquid in the inner ear begin to move.

Suggestion for use of film strip
Show after telling story of the ear.
Consonants Revealed by the Lips

P-B-M
F-V
W-WH
R
S-Z-SOFT C
SH-ZH-CH-J-SOFT G
Lesson On P-B-M
Based on Junior High School Science
Grades 7-9

Before the class assembles the teacher should
1. have ready pictures of the earth at its various stages of de-
volution. (For this lesson, The World We Live In published
by Life Magazine is recommended.
2. write on the blackboard any difficult or proper names which
   will occur in the course of the lesson.

Sounds to be studied: P-B-M

To Pupils: We are going to study the sounds p-b-m and at the same
time we shall find out something about the earth, the moon, and
the other planets.
P-B-M look alike; the lips are shut as in pea----be----me.
Sometimes this sound comes at the beginning of the word; some-
times, in the middle of the word and sometimes, at the end of the
word. Sometimes you will find it combined with other letters.
We call these combinations: blends.

Note: Teacher will write samples of these sounds on the board as
follows:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
<th>Blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>planet</td>
<td>happen</td>
<td>hope</td>
<td>play, pray</td>
</tr>
<tr>
<td>ball</td>
<td>able</td>
<td>rob</td>
<td>blame, brain</td>
</tr>
<tr>
<td>moon</td>
<td>ammunition</td>
<td>aim</td>
<td></td>
</tr>
</tbody>
</table>

To Pupils: Can you give me some words that begin with p or b or m?
**Note:** Write words on board as pupils give them.

**Is it Audible?**

**Note:** Since these sounds look alike to the lipreader he will get no clue from watching the teacher's face.

**To Pupils:** I shall give you some words that are in the story you will hear later. If I say a word that has the p sound, you will answer planet; if I say a word that has the b sound, you will answer ball, if I say a word that has the m sound, you will answer moon.

<table>
<thead>
<tr>
<th>mammal</th>
<th>man</th>
<th>reptile</th>
<th>element</th>
</tr>
</thead>
<tbody>
<tr>
<td>body</td>
<td>bird</td>
<td>bay</td>
<td>brain</td>
</tr>
<tr>
<td>plant</td>
<td>proportion</td>
<td>breathing</td>
<td>monster</td>
</tr>
<tr>
<td>animal</td>
<td>development</td>
<td>potassium</td>
<td>Europe</td>
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<td>basin</td>
<td>millimeter</td>
<td>sodium</td>
<td>marine</td>
</tr>
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<td>chemical</td>
<td>America</td>
<td>calcium</td>
<td>fathom</td>
</tr>
<tr>
<td>mountain</td>
<td>temperature</td>
<td>bacteria</td>
<td>tropical</td>
</tr>
<tr>
<td>backbone</td>
<td>polar</td>
<td>substance</td>
<td>matter</td>
</tr>
<tr>
<td>perish</td>
<td>spirit</td>
<td>Cambrian Period</td>
<td>footprint</td>
</tr>
<tr>
<td>habitable</td>
<td>arboreal</td>
<td>vertebra</td>
<td>mystical</td>
</tr>
<tr>
<td>Pacific</td>
<td>sediment</td>
<td>amphibian</td>
<td>arthropod</td>
</tr>
</tbody>
</table>

**Homophenous Words**

**Note:** Pupil will supply the word which is homophenous to the one the teacher gives. Teacher will give one word at a time. She may choose one that begins with p or b or m. The other forms are given for the convenience of the teacher only.
To Pupils: I shall give you some words that begin with p-b-m. If I give a word that begins with p, then you begin your word with b or m, but have it rhyme with my word. If I give you a word that begins with b, then you begin your word with p or m, and so on.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>pan</td>
<td>ban</td>
<td>man</td>
</tr>
<tr>
<td>pot</td>
<td>bud</td>
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<td>male, mail</td>
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<td>men</td>
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<td>basin</td>
<td>mason</td>
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<td>must</td>
</tr>
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<td>moat, mote</td>
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<td>mole</td>
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<td>Mac</td>
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<td>mean, mien</td>
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<td>mine</td>
<td></td>
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<td>-------</td>
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<td>poor</td>
<td>boor</td>
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<td>bounty</td>
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<td>Polly</td>
<td>bolt</td>
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</tr>
<tr>
<td>pour</td>
<td>bore</td>
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<td>pet</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>bow</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bow, beau</td>
<td></td>
</tr>
<tr>
<td>punch</td>
<td>bunch</td>
<td></td>
</tr>
<tr>
<td>puck</td>
<td>buck</td>
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<td>pumps</td>
<td>bumps</td>
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<td>bulley</td>
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<td>bit</td>
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<tr>
<td>pit</td>
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<td></td>
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<tr>
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<td>bound</td>
<td></td>
</tr>
<tr>
<td></td>
<td>boot</td>
<td></td>
</tr>
<tr>
<td>pew</td>
<td>boo</td>
<td></td>
</tr>
<tr>
<td>penny</td>
<td>many</td>
<td></td>
</tr>
</tbody>
</table>
Comparison: Auditory and/or Visual

Note: The teacher may give these drills looking and speaking directly to the pupils or from different positions in the room.

To Pupils: Repeat these words in the order that I say them:

ball and fall
ball fall ball
fall ball fall
ball fall ball
fall fall ball

moon and soon
moon soon moon
soon moon soon
moon soon moon
soon moon soon

plant and rant
plant rant plant
rant plant rant
plant rant plant

The Story: Teacher should be so familiar with story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but should not use any exaggerated lip movements.
To Pupils: This story I am going to tell you has many p-b-m words. Some of the words have the p-b-m sound at the beginning of the word like Peter or in the middle of the word like apple or at the end of the word like hope, home, tub, etc. Watch my lips for these sounds and distinguish one from the other by the context.

How Our Planet Began

In the beginning our planet, Earth, torn from its parent, the Sun was a ball of whirling gases.

This happened more than two billion years ago. We can tell by the marks found on some of the oldest rocks. The rocks in Manitoba in Canada, the most ancient on Earth, are about 2.3 billion years old!

It took the outer shell of the young Earth many millions of years to cool off and to change from a liquid to a solid state.

In the meanwhile something of great importance took place -- the formation of the moon.

There is a great scar or depression which holds the Pacific Ocean.

The floor of the Pacific is composed of basalt while all other oceans are floored with a thin layer of granite.

We wonder what became of the Pacific's granite covering, and the most convenient assumption is that it was torn away when the moon was formed.

Then the rains poured for days into months into years into centuries on the ocean basins.
Within the warm, primeval sea, substances were formed from potassium, calcium, sulphur, and other minerals.

Perhaps from these complex molecules of protoplasm arose molecules that acquired the ability to reproduce themselves.

Those first living things may have been simple microorganisms like some bacteria - mysterious borderline forms, not quite plants, not quite animals.

All life began in the sea. By the beginning of the Cambrian Period, 500 million years ago, all the backboneless animals had been developed.

About 350 million years ago the first pioneer of land life, an arthropod, crept out on the shore. It must have been something like a modern scorpion.

The reptiles were the most powerful living things on Earth. Animals alone could not subdue the land, for only plants had the power to bring about the first improvement of its harsh conditions.

The plants helped make soil from the crumbling rocks. They subdued the bare, barren desert.

On land and sea the stream of life poured on.

Among the land mammals there was a race of creatures that took to arboreal existence. They lived in trees.

Their hands developed remarkably; they became skilled in manipulating objects.

They developed a superior brain power that compensated for what these comparatively small mammals lacked in strength.
At last, perhaps somewhere in the vast interior of Asia, they came down from trees and became again land animals.

The past million years have seen their transformation into beings with the body and brain and mystical spirit of man.

Adapted.

Questions on the Story:
To Teacher: Ask these questions orally after reading the story to see whether the pupils have a general understanding of what you have just told them.

1. When was the earth formed?
2. How was the moon formed?
3. Where did all life begin?
4. Can you tell me what animal first came upon the land?
5. What part did the plants play in the formation of the earth?
6. Where did man first live many millions of years ago?

Association Memory Identification

Note: The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences changing the order.

To Pupils: I want you to repeat the sentence that you hear.

Clue Word:-

ball 1. In the beginning the planet Earth was a ball of gases.

mass 2. The gases began to liquefy and Earth became a molten mass.
3. The Earth is more than two billion years old.
4. It took about 100 million years for the Earth's materials to cool.
5. The formation of the moon took place before the Earth was completely cooled.
6. The Earth's surface was so hot that all moisture immediately became steam.
7. The birth of the moon helped shape the Pacific Ocean.
8. Do you marvel at the moon's bright path across the water?
9. The moon is composed of granite and some basalt.
10. The sea produced the mysterious substance called protoplasm in its mellow waters.

Written Work: Auditory and Visual

Note: Pass out papers to pupils. The teacher will read each statement slowly and clearly.

To Pupils: If the statement I give is true, put T after the number of the sentence; if the statement is false, put an F after the number of the sentence.

1. In the beginning the Earth was a solid ball. F.
2. The moon was formed before the Earth. F.
3. The floor of the Pacific Ocean is composed of basalt. T.
4. Plants played an important role in the improvement of land conditions. T.
5. All life-animal and plant-developed along the Earth's hard crust. F.
6. Man is believed to have begun as a tree animal. T.
7. The floor of the Pacific is covered with a thin layer of granite. F.
8. Rain that poured for centuries filled the ocean basins. T.
9. We can tell the age of the Earth from marks on the oldest rocks. T.
10. The first living things were simple microorganisms not quite plants, not quite animals. T.

Miscellaneous

Pointers About The Planets

Note: The following may have been mentioned in the regular classroom. Test pupil for general background knowledge.

To Pupils: Some of the names of the planets have the same sounds studied in this lesson. If you know the answer, raise your hand. Otherwise, watch my lips for the answer.

1. Which planet is known as the "Red Planet"?
   - Mars

2. Which planet has 12 moons?
   - Jupiter

3. Which planet is also known as the Morning Star?
   - Venus

4. Which is the planet nearest the Sun?
   - Mercury

5. Which planet is known as the "Ringed Planet"?
   - Saturn

6. Which planet has the same name as the Roman god of the seas?
   - Neptune

7. On which planet are we positive there are people and plants?
   - Earth

8. Which planet was discovered most recently?
   - Pluto

9. Which planet has a name similar to the name of the element used to make the Atomic Bomb?
   - Uranus
Suggestions for use of pictures

The teacher may point to pictures as the story is told to the pupils.
Lesson on F and V
Based on the American Revolution
for Junior High School
Grades 7-8

Before the class assembles the teacher should
1. have ready a filmstrip on the American Revolution
2. write on the blackboard any difficult or proper names which will occur in the course of the lesson.

Sounds to be studied: F-V

To Pupils: We are going to study the sound f and v and at the same time we shall learn something about the American Revolution. For f as in few and v as in view, the center of the lower lip touches the upper teeth. Ph as in photo and elephant have the same movement. Sometimes this f or v sound comes at the beginning of the word; sometimes, in the middle of the word and sometimes, at the end of the word. Sometimes you will find it combined with other letters. As you know, we call these combinations: blends.

Note: Write samples of these sounds on the board as follows:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
<th>Blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>farm</td>
<td>muffin</td>
<td>off</td>
<td>flee</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>free</td>
</tr>
<tr>
<td>phantom</td>
<td>telephone</td>
<td>caliph</td>
<td>phlox</td>
</tr>
<tr>
<td>veil</td>
<td>oven</td>
<td>sieve</td>
<td>phrase</td>
</tr>
</tbody>
</table>

To Pupils: Can you give me some words that have the f or the v
sound?

Note: Write words on board as pupils give them.

Notice the difference between p-h-m where the lips come together, and f-y where the lower lip touches the upper teeth.

fit     pit     heaven     open     heave     heap
fee     bee     ever      hammer     love      hub
fat     mat     often     omen     life      lime

Note: The above are not intended to be absolutely homophenous words, but merely to distinguish the p-h-m sound and the f-y sound.

Is it Audible?

Note: Since these sounds look alike to the lipreader, he will get no clue from watching the teacher’s face.

To Pupils: I shall give you some words that are in the story on the American Revolution which you will hear later. If you hear the f sound, you will answer freedom; if you hear the y sound, you will answer victory.

<table>
<thead>
<tr>
<th>Revolution</th>
<th>France</th>
<th>froze</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lafayette</td>
<td>governing</td>
<td>rifle</td>
</tr>
<tr>
<td>Jefferson</td>
<td>fleet</td>
<td>voted</td>
</tr>
<tr>
<td>Revere</td>
<td>left</td>
<td>forests</td>
</tr>
<tr>
<td>flag</td>
<td>defeat</td>
<td>firearms</td>
</tr>
<tr>
<td>French</td>
<td>fox</td>
<td>feet</td>
</tr>
<tr>
<td>Valley Forge</td>
<td>silversmith</td>
<td>give</td>
</tr>
<tr>
<td>forerunner</td>
<td>floe</td>
<td>first</td>
</tr>
<tr>
<td>father</td>
<td>forces</td>
<td>have</td>
</tr>
<tr>
<td>Virginia</td>
<td>farmers</td>
<td>officer</td>
</tr>
<tr>
<td>self</td>
<td>defect</td>
<td>friendship</td>
</tr>
</tbody>
</table>
Homophenous Words:

Note: Pupil will supply the word which is homophenous to the one which the teacher gives. Teacher will give one word at a time. She may choose one that begins with $f$ or $v$. The other forms are given for the convenience of the teacher only.

To Pupils: I shall give you some words that begin with $f$ or $v$. If I give you a word that begins with $f$, then you begin your word with $v$, and vice versa. If I give you a word that has the $f$ or $v$ sound in the middle of the word or at the end of the word, then you give me a word that has the $f$ or $v$ sound in the middle or at the end of the word, but have your word rhyme with my word.

| face, phase | vase    | font   | vaunt  |
| feel       | veal    | feign  | vain, vein |
| fail       | vale, veil | fairy  | very   |
| few        | view    | fine   | vine    |
| file       | vile    | figure | vigor   |
| fear       | veer    | fair   | vair    |
| fault      | vault   | off    | of      |
| awful      | oval    | rifle  | rival   |

Comparison: Auditory and/or Visual

Note: Teacher may give these drills looking and speaking directly to the pupils or from different positions in the room.

To Pupils: Repeat these words in the order that I say them:
**The Story:** Teacher should be so familiar with story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but should not use any exaggerated lip movements.

**To Pupils:** I am going to tell you a short story about the American Revolution. You will see and hear many /f/ and /v/ sounds. Some of these sounds will come at the beginning of the word like *fight* or *valley*; some will come at the end of the word like *half* or *of*. Others are used with /l/ and /r/ like *flag* and *freedom*.

**A Brief Story about the American Revolution**

Paul Revere, a silversmith, warned the farmers near Boston that the British forces were coming. These farmers were called Minute Men because they were swift and ready to fight at a minute's notice. They fought in the forests around Lexington and
Concord, Massachusetts. They fought with old rifles, but they were victorious on April 19, 1775. This was the first battle of the Revolution.

At Bunker Hill or Breed's Hill the Americans were defeated, but the victory of the British was really a defeat for them because they lost so many of their forces and firearms.

Not all Americans were Minute Men. A few were faithful to the British. They were called Tories.

We voted to be free on July 4, 1776, and Jefferson, our third president, wrote the Declaration of Independence. Betsy Ross made our first flag.

The British failed to take Washington captive. They called him a sly, old fox. During the freezing winter of 1777 our forces froze at Valley Forge. They had no shoes for their feet. But Washington fought on to victory. He crossed the Delaware over the floes of ice and surprised the British.

Then Franklin went to France and signed a treaty of friendship with the French on February 6, 1778. Lafayette, a young French officer, came with his fleet to help Americans. Other French officers came. The American Revolution became the forerunner of the French Revolution.

Soon we were defeating the British right and left. On October 19, 1781 the British general, Cornwallis, was defeated at Yorktown, Virginia. At last, we were a free and self-governing nation.
Questions on the Story:

To Teacher: Ask these questions orally after telling the story to see whether the pupils have a general understanding of what you have just told them.

1. Who was Paul Revere and what did he do?
2. When and where did the Minute Men fight the first battle of the Revolution?
3. Why was the victory at Bunker Hill a defeat for the British?
4. Who wrote the Declaration of Independence?
5. Why did the Americans suffer at Valley Forge?
6. How did Franklin obtain help from France?

Association Memory Identification

Note: The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences changing the order.

To Pupils: I want you to repeat the sentence that you hear.

Clue Word:

father
1. George Washington was the father of our country.

Lafayette
2. Lafayette was our friend from France.

fortifications
3. Benedict Arnold told the British about our fortifications at West Point.

victory
4. Gage was the British officer who won the victory at Bunker Hill.

Halifax
5. Howe, another British officer was afraid and sailed for Halifax.
<table>
<thead>
<tr>
<th>pamphlet</th>
<th>6. Thomas Paine, the Englishman who wrote a pamphlet, Common Sense, told us to fight for our freedom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>defeated</td>
<td>7. Gates, the American officer, defeated the British at Saratoga.</td>
</tr>
<tr>
<td>Franklin</td>
<td>8. Franklin signed a treaty of friendship with France on February 6, 1778.</td>
</tr>
<tr>
<td>life</td>
<td>9. Nathan Hale, the American, said, &quot;I regret that I have but one life to give for my country&quot;.</td>
</tr>
<tr>
<td>famous</td>
<td>10. Cornwallis was the famous British general who gave up the fight at Yorktown, Virginia.</td>
</tr>
</tbody>
</table>

**Written Work:**

**Auditory and Visual**

Note: Papers are passed out with the names of famous men of the Revolution written on them. The teacher will give a description, the pupils listening and then answering in writing.

To Pupils: On your papers you have a list of the names of the men who figured in the American Revolution. I shall give a description of each man. Write the number of the description beside the name of the man it best describes.

**List of names passed out to pupils for written work:**

1. Lafayette
2. Thomas Payne
3. Nathan Hale
4. Benedict Arnold
5. Gage

6. Howe
7. Franklin
8. Gates
9. Cornwallis
10. George Washington
Descriptions read by the teacher:

1. This man was an Englishman, but he told us to fight for our freedom in his pamphlet, Common Sense.
2. This man was an American, but he was false to us at West Point.
3. He led the fighting for the British at Bunker Hill.
4. He defeated the British at Saratoga.
5. "I regret that I have but one life to give for my country," said this American.
6. This English officer gave up at Yorktown.
7. An inventor and a clever old fighter who signed a treaty of friendship with France.
8. Our first president and the father of our country.
9. This British officer became frightened and sailed for Halifax.
10. A French nobleman who fought on our side.

Suggestions for the use of the filmstrip on the American Revolution:

This filmstrip is excellent for use before reading the story and also at the end of the lesson as a review. It serves also to keep the various facts presented in the story more firmly fixed in the pupils' minds.
Lesson and W and Wh

Based on Science (The Weather)

Geography and General Information

for Junior High School

Grades 7-9

Before the class assembles the teacher should

1. have ready pictures showing weather signs
2. globe of the world

Sounds to be studied: W-Wh

To Pupils: We are going to study the sound w and wh and at the same time we shall talk a little bit about the weather and then take a little whirl around the world and see how many places you can identify. W and wh look alike. For w as in will and wh as in what, the lips are drawn together. Sometimes this w or wh sound comes at the beginning of the word and sometimes in the middle of the word. When it comes at the end of the word, it is not pronounced, as in saw or sew.

Note: Teacher will write samples of these sounds on the board as follows:

Initial Medial
way away
when awhile

To Pupils: Can you give me some words that have the w or the wh sound?

Note: Write words on board as pupils give them.
Notice the difference between p or b or m where the lips come together, and the w and wh where the lips are drawn together.

<table>
<thead>
<tr>
<th>Win</th>
<th>Pin</th>
<th>Whet</th>
<th>Pet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wet</td>
<td>Bet</td>
<td>Why</td>
<td>By</td>
</tr>
<tr>
<td>We</td>
<td>Me</td>
<td>While</td>
<td>Mile</td>
</tr>
</tbody>
</table>

Is it Audible?

**Note:** Since these sounds look alike to the lip-reader, he will get no clue from watching the teacher's face.

To Pupils: I shall give you some words that are in the little story about the weather which you will hear later. If you hear the w sound, you will answer William; if you hear the wh sound, you will answer whistle.

<table>
<thead>
<tr>
<th>Warm</th>
<th>Wheeze</th>
<th>Weird</th>
</tr>
</thead>
<tbody>
<tr>
<td>While</td>
<td>Watch</td>
<td>Waft</td>
</tr>
<tr>
<td>Waning</td>
<td>Wheel</td>
<td>Whizzing</td>
</tr>
<tr>
<td>Wind</td>
<td>Wednesday</td>
<td>Weary</td>
</tr>
<tr>
<td>Waves</td>
<td>Wolf</td>
<td>Hallowe'en</td>
</tr>
<tr>
<td>When</td>
<td>Always</td>
<td>Worms</td>
</tr>
<tr>
<td>Why</td>
<td>Wharves</td>
<td>Wiggle</td>
</tr>
<tr>
<td>Warning</td>
<td>Would</td>
<td>Wheat</td>
</tr>
<tr>
<td>Away</td>
<td>What</td>
<td>Awake</td>
</tr>
</tbody>
</table>

Homophenous Words

**Note:** Pupil will supply the word which is homophenous to the one which the teacher gives. Teacher will give one word at a time.
She may choose one that begins with w or wh. The other forms are given for the convenience of the teacher only.

To Pupils: I shall give you some words that begin with w or wh. If I give you a word that begins with w, then you give me a word that begins with wh; if I give you a word that begins with wh, then you give me a word that begins with w, but have your word rhyme with my word.

<table>
<thead>
<tr>
<th>way</th>
<th>whey</th>
<th>wit</th>
<th>whit</th>
<th>wine</th>
<th>whine</th>
</tr>
</thead>
<tbody>
<tr>
<td>witch</td>
<td>which</td>
<td>weal</td>
<td>wheel</td>
<td>wen</td>
<td>when</td>
</tr>
<tr>
<td>wish</td>
<td>whish</td>
<td>wig</td>
<td>Whig</td>
<td>were</td>
<td>whir</td>
</tr>
<tr>
<td>woo</td>
<td>who</td>
<td>woof</td>
<td>who've</td>
<td>win</td>
<td>whin</td>
</tr>
<tr>
<td>ware</td>
<td>where</td>
<td>wean</td>
<td>wheat</td>
<td>weather</td>
<td>whether</td>
</tr>
</tbody>
</table>

Comparison: Auditory and/or Visual

Note: The teacher may give these drills looking and speaking directly to the pupils or from different positions in the room.

To Pupils: Repeat these words in the order I say them:

<table>
<thead>
<tr>
<th>will</th>
<th>fill</th>
<th>pill</th>
<th>which</th>
<th>fitch</th>
<th>pitch</th>
</tr>
</thead>
<tbody>
<tr>
<td>will</td>
<td>fill</td>
<td>pill</td>
<td>witch</td>
<td>fitch</td>
<td>pitch</td>
</tr>
<tr>
<td>fill</td>
<td>will</td>
<td>pill</td>
<td>fitch</td>
<td>pitch</td>
<td>which</td>
</tr>
<tr>
<td>pill</td>
<td>fill</td>
<td>will</td>
<td>which</td>
<td>which</td>
<td>pitch</td>
</tr>
<tr>
<td>will</td>
<td>will</td>
<td>fill</td>
<td>pitch</td>
<td>which</td>
<td>fitch</td>
</tr>
</tbody>
</table>
The Story: Teacher should be so familiar with story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but should not use any exaggerated lip movements.

To Pupils: I am going to tell you a little story, a description really, of the weather and the seasons. You will see and hear many y and wh sounds. Most of them will come at the beginning of the word, although there will be a few in the middle of the word.

What Will the Weather Be

When the worms begin to wiggle and the birds are warbling in the willows, we know that winter has gone away and that spring has come to stay. But a warm front soon will warn us and we'll want our windows opened wide. The swishing waves will be waiting and we shall want to go wading. Why? Because summer has come to replace spring. When the winds begin to whimper and the whitecaps on the waves are higher; when we're wondering what the witches will do on Hallowe'en; when the wolf and the weasel are waging war on each other and the birds are wending their way southward, we'll know that summer has gone and that autumn has come. Now the
moon is really waning and the woods look white and weird. The wind is whistling and wheezing. Why? Because it is winter and not spring.

Questions on the Story:
To Teacher: Ask these questions orally after telling the story to see whether the pupils have a general understanding of what you have just told them.
1. How do we know when it is spring?
2. What are willows?
3. What do we mean when we say a "warm front"?
4. Do you know what a weasel is?
5. Why do the woods look weird?

Association Memory Identification
Note: The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences changing the order.

To Pupils: I want you to repeat the sentence that you hear.

Clue Word:

winter 1. Shelley, the English poet of the 19th century, said, "If winter comes, can spring be far behind?"

weird 2. In winter the woods look weird.

Hallowe'en 3. Hallowe'en is the season of witches and weird ghosts.

wading 4. We like to go wading at the beach in summer.

warm 5. In winter we like to hear that a warm front is headed our way.
whimper
6. When winds whimper, it means that they are making little moaning sounds.

wolf
7. The wolf is always hungry in winter because food is scarce.

southward
8. The birds always go southward in winter.

window
9. He could see the boys wading from his window.

weasel
10. The weasel is a small animal that likes to kill other small animals for food.

Written Work: Auditory and Visual
Note: Pass out papers to pupils. The teacher will read a question beginning, "Where would you be---" in an audible voice, looking at her pupils. In an inaudible voice she will give the answer. The pupils are to write the answer on their papers from the visual clue they have received.
To Pupils: This exercise is called Wide, Wide World. I am going to ask you some questions beginning, "Where would you be if you were---?" Then in a voice that you will not hear I shall give you the answer. Watch my lips for the answer and write it on your paper.

Wide, Wide World

1. Where would you be if you were working on the wharves in Seattle? Washington

2. Where would you be if you were watching the H Bomb tests? Nevada

3. Where would you be if you were wandering through the home of all the presidents? White House
4. Where would you be if you were weather bound in the harbor of Yokohama?  
   Japan

5. Where would you be if you were in the Witch City?  
   Salem, Mass.

6. Where would you be if you were being whisked through a Seminole Indian camp?  
   Florida

7. Where would you be if you were welcoming relatives in Warsaw?  
   Poland

8. Where would you be if you were walking along the Great Wall?  
   China

9. Where would you be if you were weeping at the Alamo?  
   Texas

10. Where would you be if you were weaving linen in Dublin?  
    Ireland

---

Miscellaneous: A Quick Quiz on 'William'

To Pupils: Can you win in a quiz game? What do you know about these Williams?

1. William lived in England and wrote plays for a while.  
   William Shakespeare

2. William and his wife ruled England well. We named a college for them in Virginia.  
   William and Mary

3. This William grows in our garden.  
   Sweet William

4. William crossed the English Channel in 1066.  
   William, the Conqueror
5. William was known as Tippecanoe. He was our ninth president.  
   William Henry Harrison

6. William was the last emperor of the Germans.  
   William II, Kaiser Wilhelm

7. William invented the wireless.  
   William Marconi

8. William was in music———an overture.  
   William Tell

9. William was a president of the United States. He was assassinated.  
   William McKinley

10. William was the governor of the Plymouth Colony for many years.  
    William Bradford

Suggestions for use of pictures and globe
1. Teacher may point to pictures as the story about the weather is told to the pupils.
2. Have the pupils find the places in Wide, Wide World on the globe.
Lesson on R
Based on the American Railroad
for Junior High School
Grades 7-9

Before the class assembles the teacher should
1. have ready pictures of railroads, train models, beginning with
very early models through to the streamlined models of today.
2. write on the blackboard any difficult or proper names which
will occur in the course of the lesson.

Sound to be studied: R

To Pupils: We are going to study the sound r and at the same time
we shall find out something about our American railroads. For
r before a vowel as in road or reed, the lips move forward. There
is a slight puckering at the corners. After a vowel as in arm, r
is slurred and will show no movement. If it is pronounced care­
fully it may show a slight puckering at the corners of the lips.
Sometimes this sound comes at the beginning of a word; sometimes
in the middle of a word and sometimes at the end of a word. Some­
times you will find it combined with other letters. We call these
combinations: blends.

Note: Teacher will write samples of these sounds on the board as
follows:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
<th>Blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>ride</td>
<td>arrive</td>
<td>radar</td>
<td>bright</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>crow</td>
</tr>
</tbody>
</table>
### Initial Medial Final Blends

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
<th>Blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>room</td>
<td>bereave</td>
<td>far</td>
<td>draw</td>
</tr>
<tr>
<td>rake</td>
<td>erect</td>
<td>chair</td>
<td>great</td>
</tr>
</tbody>
</table>

**To Pupils:** Can you give me some words that have the **r** sound?

**Note:** Write words on board as pupils give them.

**Is it Audible?**

**To Pupils:** I shall give you some words in groups of four that are in the story you will hear later. Some words will have the **r** sound and some will not. Tell me the word in each group that does not have the **r** sound.

<table>
<thead>
<tr>
<th>railroad</th>
<th>rule</th>
<th>boat</th>
<th>trip</th>
</tr>
</thead>
<tbody>
<tr>
<td>river</td>
<td>cities</td>
<td>Ross</td>
<td>grew</td>
</tr>
<tr>
<td>produce</td>
<td>ceremony</td>
<td>Sante Fe</td>
<td>traveler</td>
</tr>
<tr>
<td>Cyrus</td>
<td>bridle</td>
<td>romantic</td>
<td>ship</td>
</tr>
<tr>
<td>wagon</td>
<td>track</td>
<td>hundred</td>
<td>history</td>
</tr>
<tr>
<td>through</td>
<td>Indian</td>
<td>country</td>
<td>brought</td>
</tr>
<tr>
<td>precious</td>
<td>bright</td>
<td>stone</td>
<td>rain</td>
</tr>
<tr>
<td>roam</td>
<td>pry</td>
<td>steam</td>
<td>write</td>
</tr>
</tbody>
</table>

**Homophenous Words:**

**Note:** Since **r** does not look like any other letter, there are no homophenous formations such as are found with **p-b-m** or **f-v** sounds. However, when **r** is combined with the same vowel, there will be many words which will look alike to the lip reader. These words will be used in sentences.
To Pupils: I shall give you some sentences which have words that look alike. These words that look alike are called homophones.

Tell me the words that look alike.

robe  roam  rope
1. Buffalo used to roam all over the West.
2. The cowboys used rope to capture the cattle.
3. The judge was dressed in a black robe.

grace  graze
1. The pioneers always said 'grace' before every meal.
2. The ranchers wanted to graze their cattle on the plains.

ride  write
1. The settlers wished to ride in the covered wagons.
2. Did they write to their families in the East?

rapid  rabbit  rabid
1. There is a rapid express train to New York.
2. Did you see the rabbit run away as the train approached?
3. Mr. Halliday used to get angry; he was rabid on the subject of the railroad.

rhyme  ripe
1. Little children know the rhyme about the "Little Train that Could".
2. We could see the ripe oranges as the railroad train swept by.

race  raise  raze
1. The two railroads had a race to see which one could reach the town first.
2. The settlers began to raise wheat.
3. The railroad company had to raze some old buildings to make room for the tracks.
rain  raid

1. The railroad train travels in wind, rain and snow.
2. The cowboys made a raid on the neighboring ranch.

Comparison: Auditory and/or Visual

Note: Teacher may give these drills looking and speaking directly to the pupils or from different positions in the room.

To Pupils: Repeat these words in the order in which I give them:

rack  pack  sack        run  won  shun
rack  pack  sack        run  won  shun
pack  rack  sack        won  run  shun
rack  sack  pack        run  shun  won
sack  pack  rack        shun  won  run
raze  vase  maize       red  fed  bed
raze  vase  maize       red  fed  bed
vase  raze  maize       fed  bed  red
raze  maize  vase       bed  fed  red
maize  raze  vase       fed  red  bed

The Story: Teacher should be so familiar with story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but should not use any exaggerated lip movements.

To Pupils: The story I am going to tell you about the American railroad has many r words. Some of the words have the r sound
at the beginning of the word like river or in the middle of the word like forest or at the end of the word like ever. The r sound occurs twice in the word railroad. Listen for other r sounds.

The American Railroad

Before the era of the railroads, boats as a rule were used for long trips. In new countries cities grew up along rivers. America has the best railroads in the world.

We need railroads to ship produce to market.

At a ceremony Senator Edmund Ross turned the first shovelful of dirt for the Santa Fe Railroad. Cyrus Holliday started the railroad in 1868.

The western portion of the country grew with the railroads. The Santa Fe, for example, grew slowly. It was previously a foot path; then it became a bridle path, and later a wagon track. Millions of railroad travelers have come in contact with the romantic history of the American railroad. Through two hundred years Indians traded with white settlers. They brought their bright semi-precious stones for the hundreds of iron tools they needed. Long freight trains now rumble by a route pioneered by traders.

Questions on the Story:

To Teacher: Ask these questions orally after reading about the railroads to see whether the pupils have a general understanding of what you have just told them.

1. Who has the best railroads?

2. Who started the Santa Fe Railroad?
3. What was the Santa Fe before it became a railroad?

4. Who contributed to the romantic story of the railroad?

5. Why is the railroad important?

<table>
<thead>
<tr>
<th>Association</th>
<th>Memory</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences changing the order.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Pupils: I want you to repeat the sentence that you hear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clue Word:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trains</td>
<td>1. It used to take wagon trains nine months to travel from Mexico City to Santa Fe.</td>
<td></td>
</tr>
<tr>
<td>run</td>
<td>2. The first Santa Fe train had a run of seventeen miles.</td>
<td></td>
</tr>
<tr>
<td>railroad</td>
<td>3. It took eleven years to build the railroad as far as Santa Fe.</td>
<td></td>
</tr>
<tr>
<td>freight</td>
<td>4. Today railroads can carry a ton of freight a mile for less than two cents.</td>
<td></td>
</tr>
<tr>
<td>traveled</td>
<td>5. The number of miles traveled by railroad trains in the United States every year is 850 million miles.</td>
<td></td>
</tr>
<tr>
<td>distribute</td>
<td>6. The railroads distribute 100 million timetables every year.</td>
<td></td>
</tr>
<tr>
<td>research</td>
<td>7. Research is always going on in the railroad industry.</td>
<td></td>
</tr>
<tr>
<td>regulated</td>
<td>8. Freight rates are regulated by the federal government.</td>
<td></td>
</tr>
<tr>
<td>reforestation</td>
<td>9. Many railroads work with farmers to promote reforestation.</td>
<td></td>
</tr>
<tr>
<td>refrigerator</td>
<td>10. Refrigerator trains bring us fresh fruits and dairy products.</td>
<td></td>
</tr>
</tbody>
</table>
Written Work: Auditory and Visual

Note: Pass out papers to pupils. The teacher will read each statement slowly and clearly.

To Pupils: I shall give you some sentences with one word missing. Write the word that is missing beside the number of the sentence on your paper. The answer must be a word having the \( r \) sound.

1. Before railroads were built we used \textbf{boats} for \textbf{transportation}.

2. America has the best \textbf{railroads} in the world.

3. \textbf{Cyrus} Holliday started a railroad in 1868.

4. The Santa Fe began as a \textbf{bridle} path.

5. The Indians \textbf{traded} with the white settlers for two hundred years.

6. The history of the railroad is very \textbf{romantic}.

7. Long \textbf{freight} trains carry products to market.

8. \textbf{Refrigerator} trains bring us fresh fruit and dairy products.

Miscellaneous:

Radio Program

Note: The purpose of this radio program is to accustom the pupils to listening to other voices than the voice of the teacher. The pupils who are participating will read their radio programs from
behind a screen. As each pupil finishes his script he will sit in the audience and listen in his turn. As the pupils listen, have them take notes on what they hear. Question them later to see how much they heard and understood of the radio program.

Teacher may use all or just a few of the scripts. Even with older pupils a few properties serve to get the pupils in the proper mood. For this program it is suggested that a small radio be placed on the table in front of the screen.

To Pupils: This is a radio program about railroads. Each one of you has a little story to read. You will read it from behind this screen, one by one. Read slowly and with expression! After you have finished reading your story, take your seat and listen quietly. Take a few notes on paper of what you hear so that I shall know how well you listened.

Scripts

1. France, 1769

Flash! Captain Nicholas Cugnot (Coon-yō) of the French Army has built a steam machine that will pull a cannon! It goes almost as fast as a man can walk. But it won't steer and has run into a ditch and smashed. The army will not accept it.

2. England, 1786

William Murdock has made a noisy little three wheel steam-machine that goes by itself. He tried it out after dark in a lane near the church, and nearly scared the life out of his pastor who happened to be walking there. He may be arrested.
3. England, 1802

Richard Trevithick has made another of those steam-machines we heard such tales about twenty years ago. He has mounted it on a wagon and claims it can pull ten tons of coal, on rails, at five miles an hour! But it isn't practical; it ruins the roadbed.

4. America, 1804

Philadelphia! Oliver Evans has built an engine on wheels that is also a boat. This sounds like neither fish nor fowl. But you never can tell. With all this talk of canals it may be just the thing.

5. England, 1815

George Stephenson has made an engine with a smoke-stack. He says it can pull coal cars. We shall see.

6. America, 1825

Hoboken, New Jersey: John Stevens has built a little engine that runs around a track in his own yard. The small cars attached to it can carry six passengers. I bet his children are having fun with it, giving all their friends a ride.

7. England, 1825

Stockton, England: An engine on rails! One engine pulling twenty-two wagon loads of passengers and twelve wagons of coal and flour has beat a train drawn by horses. This is epic-making! Stay tuned.

8. America, 1828

Horatio Allen, a young engineer, is on his way to England to see for himself these new engines. If they are all they claim to be,
we may be having them in these United States.

9. England, 1829

Flash! George Stephenson has just won five hundred pounds from the Liverpool and Manchester Railway! His wonder locomotive, the Rocket can go thirty miles an hour!

10. America, 1831

Everybody's doing it! Everybody's building steam engines. Have you heard of Peter Cooper's Tom Thumb? John Jervis has built the DeWitt Clinton. The horse car is still winning races, but you never can tell. These engines pose a real threat to the canals.

Questions:

Note: These are leading questions to be answered at length by the pupil. Let him use his notes and tell as much as he can about what he heard.

1. Can you tell me the names of any of the trains that were built in England?

2. Who was the Englishman who built trains? Tell us something about his train models.

3. What did you find out about American trains?

4. Who was one of the Americans who was interested in railroads? Tell us something about the trains he built.

5. Can you name some other Americans who built trains?

6. What is the power that makes trains go?

Suggestions for use of pictures

As teacher tells the story of the railroad she may illustrate it by referring to the pictures.
Lesson on S-Z-Soft C
Based on American Authors
of the Nineteenth Century
for Senior High School
Grades 10-12

Before the class assembles the teacher should
1. have ready pictures of authors in America of the 19th century,
   Longfellow's home, Louisa May Alcott's home, etc.
2. have available copies of books for pupils to look at or read at home.
3. write on blackboard any difficult or proper names which will occur in the course of the lesson.

Sounds to be studied: S-Z-Soft C

To Pupils: We are going to study the sounds s and z and soft c, and at the same time we shall talk about some of the American writers of the 1800's. S-z-soft c look alike. For s as in see, z as in zest, and c as in cent, the teeth are brought together and the lips are drawn back slightly. Sometime this sound comes at the beginning of the word; sometimes in the middle of the word and sometimes at the end of the word. Sometimes you will find it combined with other letters. As you know, these combinations are called blends.

Note: Teacher will write samples of this sound on the board as follows:
<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
<th>Blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sawyer</td>
<td>Priscilla</td>
<td>grass</td>
<td>school spill</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>scream square</td>
</tr>
<tr>
<td>Zeus</td>
<td>Ezekial</td>
<td>fez</td>
<td>skip steal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>slide strip</td>
</tr>
</tbody>
</table>

Civil War accent Alice

**To Pupils:** Can you give me any words that have the $s$, $z$, or soft $g$ sound?

**Note:** Write words on board as pupils give them.

**Is it Audible?**

**Note:** Since these sounds look alike to the lipreader, he will get no clue from watching the teacher's face.

**To Pupils:** I shall give you some words that are in the story about our American authors. These are the names of some of our more well known writers, the regions they came from and the names of some of their books. Each name has at least one of the sounds explained in this lesson. Listen for this sound. If I say a word that has the $s$ sound, you will answer Samuel; if I say a word that has the $z$ sound, you will answer Louisa. **Note:** The $s$ is often pronounced like $z$ as in Louisa and boys.

<table>
<thead>
<tr>
<th>Holmes</th>
<th>Leaves</th>
<th>Joe's Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wadsworth</td>
<td>Grass</td>
<td>Songs of the Sierras</td>
</tr>
<tr>
<td>Russell</td>
<td>Sawyer</td>
<td>Miles</td>
</tr>
<tr>
<td>Emerson</td>
<td>South</td>
<td>Standish</td>
</tr>
<tr>
<td>Lindsay</td>
<td>West</td>
<td>Cousins</td>
</tr>
<tr>
<td>James</td>
<td>East</td>
<td>Sleepy Hollow</td>
</tr>
</tbody>
</table>
Homophenous Words:

Note: Pupil will supply the word which is homophenous to the one the teacher gives. Teacher will give one word at a time. She may choose one that begins with s or z. The other forms are given for the convenience of the teacher only.

To Pupils: I shall give you some words that have the s, z or soft g sound. If I give you a word that has the s sound, then you give me a word that has the z or soft g sound, but have your word rhyme with my word. If I give you a word that has the z sound, then you give me a word that has the s or soft g sound, and so on.

Sue  zoo  seize  cease
sink  zinc  sell  cell
sounds  zounds  sender  center
seal  zeal  salary  celery
sewn  zone  sister  cistern
suave  Zouave  sent  cent
sacks  sax  serious  cereus

Comparison: Auditory and/or Visual

Note: Teacher may give these drills looking and speaking directly to the pupils or from different positions in the room.
To Pupils: Repeat these words in the order in which I give them:

<table>
<thead>
<tr>
<th>see</th>
<th>me</th>
<th>fee</th>
<th>zest</th>
<th>test</th>
<th>vest</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>me</td>
<td>fee</td>
<td>zest</td>
<td>test</td>
<td>vest</td>
</tr>
<tr>
<td>me</td>
<td>see</td>
<td>fee</td>
<td>test</td>
<td>zest</td>
<td>vest</td>
</tr>
<tr>
<td>me</td>
<td>see</td>
<td>fee</td>
<td>zest</td>
<td>vest</td>
<td>test</td>
</tr>
<tr>
<td>see</td>
<td>fee</td>
<td>me</td>
<td>vest</td>
<td>test</td>
<td>zest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>squall</th>
<th>wall</th>
<th>small</th>
<th>school</th>
<th>cool</th>
<th>pool</th>
</tr>
</thead>
<tbody>
<tr>
<td>squall</td>
<td>wall</td>
<td>small</td>
<td>school</td>
<td>cool</td>
<td>pool</td>
</tr>
<tr>
<td>wall</td>
<td>squall</td>
<td>small</td>
<td>cool</td>
<td>school</td>
<td>pool</td>
</tr>
<tr>
<td>small</td>
<td>squall</td>
<td>wall</td>
<td>school</td>
<td>pool</td>
<td>cool</td>
</tr>
<tr>
<td>squall</td>
<td>small</td>
<td>wall</td>
<td>pool</td>
<td>school</td>
<td>pool</td>
</tr>
</tbody>
</table>

The Story: Teacher should be so familiar with story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but should not use any exaggerated lip movements.

To Pupils: The story that I am going to tell you about our American authors has many s, z and soft g sounds. Watch my lips and listen carefully for these sounds.

Some of our American Writers

I am going to tell you something of our American writers who started to write after the War for Independence. More geniuses blossomed during the Civil War. From the West, from the South, from the Mississippi voices were heard; poems and novels were written.
The first writers of this period were Washington Irving famous for the *Legend of Sleepy Hollow*, and James Fenimore Cooper with his *Leatherstocking Series*.

Here are the New Englanders who belonged to a very exclusive set known as the Concord Writers. Henry Wadsworth Longfellow was a young professor at Harvard. He wrote *Evangeline* and *The Courtship of Miles Standish* which tells about Priscilla and John Alden. He sang of love and sorrow with gentle sympathy.

Oliver Wendell Holmes was another New England poet who wrote *The Autocrat of the Breakfast Table*.

Ralph Waldo Emerson was a famous philosopher and essayist. He was the author of *Self Reliance* and *The American Scholar*. These books are read today by those who really want to do some deep thinking.

Nathaniel Hawthorne was the novelist of this period. He is considered to be one of our great writers. He wrote *The House of the Seven Gables* and *The Scarlet Letter*. If you go to Salem, you will see the House of the Seven Gables.

Now we have James Russell Lowell who was the author of many inspiring poems.

Thoreau was another philosopher who often basked in the woods around Walden Pond and seldom associated with his fellow men.

These men that I have just mentioned to you wrote like English and European writers.

After the Civil War there came a burst of enthusiasm from other parts of America. Walt Whitman came from Brooklyn. He sang
of the whole vast America, not just of one section. His poems in *Leaves of Grass* scoffed at the restraint New England poets knew.

From the West along the banks of the Mississippi came Samuel Clemens or Mark Twain who brought us *The Adventures of Tom Sawyer*. I am sure most of you have read this. He also wrote *Innocents Abroad* and *A Connecticut Yankee in King Arthur's Court*. Clemens was a humorist. He made many of his readers smile quietly or laugh out loud.

Joel Chandler Harris from the South told us tales about Brer Rabbit with Uncle Remus as his mouthpiece.

There were women writers, too, during the 1800's: Emily Dickenson, the shy little poetess from Amherst, Massachusetts, Louisa May Alcott who still charms the boys and girls of today with her stories about *Joe's Boys* and *The Eight Little Cousins*. And last comes Amy Lowell from Boston. We are back in New England. Miss Lowell is remembered for her poems, *Patterns*, and for her biography of John Keats.

The 1800's were, indeed, an era rich with the talents of many writers.

**Questions on the Story:**

**To Teacher:** Ask these questions orally after telling the pupils about the American authors of the 19th century to see whether the pupils have a general understanding of what you have just told them.

1. Who were the first American writers after the War for Independence?
2. Can you name some of the Concord writers?
3. What can you tell of the poem, *Leaves of Grass*?

4. Have you ever read the *Adventures of Tom Sawyer*? What can you tell about this book?

5. Who were some of the women writers of the 1800's?

---

**Association**

**Memory**

**Identification**

*Note: The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences changing the order.*

**To Pupils:** I want you to repeat the sentence that you hear.

**Clue Word:**

**Wadsworth**

1. Henry *Wadsworth* Longfellow, a poet, was also a professor at Harvard.

**Holmes**

2. Oliver Wendell *Holmes* wrote *The Autocrat of the Breakfast Table*.

**Russell**

3. James *Russell* Lowell was one of our New England poets.

**Miles Standish**

4. Miles *Standish* sent John Alden to ask for the hand of Priscilla.

**Emerson**

5. Ralph Waldo *Emerson* was an essayist and philosopher.

**House of the Seven Gables**

6. Hawthorne, a member of the Concord set, was the author of the *House of the Seven Gables*.

**Louisa**


**Leaves of Grass**

8. Walt Whitman's poems in *Leaves of Grass* started something new in writing in the United States.

**Samuel Clemens**

9. Samuel *Clemens* came from the regions of the Mississippi.
<table>
<thead>
<tr>
<th>Sawyer</th>
<th>10. Tom Sawyer and Huckleberry Finn were two famous boys in the Adventures of Tom Sawyer by Samuel Clemens.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil War</td>
<td>11. After the Civil War we heard of other authors in other parts of the United States.</td>
</tr>
<tr>
<td>Harris</td>
<td>12. Joel Chandler Harris wrote of the South in his Uncle Remus Stories.</td>
</tr>
<tr>
<td>Cincinnatus</td>
<td>13. Joaquim Cincinnatus Miller was the poet of the Sierras and the far West.</td>
</tr>
<tr>
<td>Lindsay</td>
<td>14. Vachel Lindsay wrote about Kansas because Kansas was, in his opinion, the ideal American state.</td>
</tr>
<tr>
<td>Sandburg</td>
<td>15. Carl Sandburg, who comes from the Middle West, has told the story of one of our greatest presidents, Abraham Lincoln.</td>
</tr>
</tbody>
</table>

**Written Work:**

**Auditory and Visual**

*Note:* Pass out papers to pupils. Pupils will match the name of the book on their papers with the name of the author as given orally by the teacher.

*To Pupils:* On your papers you have the names of books written by various American authors we have studied. Beside the name of the book write the number of the author as I give it to you.

<table>
<thead>
<tr>
<th>Names of Books on pupils' papers</th>
<th>Names of Authors to be read by teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The House of the Seven Gables</td>
<td>1. Walt Whitman</td>
</tr>
<tr>
<td>2. Joe's Boys</td>
<td>2. Henry Wadsworth</td>
</tr>
<tr>
<td>3. Tom Sawyer</td>
<td>3. Nathaniel Hawthorne</td>
</tr>
<tr>
<td>4. The Courtship of Miles Standish</td>
<td>4. Samuel Clemens</td>
</tr>
<tr>
<td></td>
<td>Title</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Leaves of Grass</td>
</tr>
<tr>
<td>6</td>
<td>The Autocrat of the Breakfast Table</td>
</tr>
<tr>
<td>7</td>
<td>Legend of Sleepy Hollow</td>
</tr>
<tr>
<td>8</td>
<td>The American Scholar</td>
</tr>
<tr>
<td>9</td>
<td>Song of the Sierras</td>
</tr>
<tr>
<td>10</td>
<td>Uncle Remus Stories</td>
</tr>
</tbody>
</table>

**Suggestions for use of pictures**

As teacher tells the story of the American writers she may illustrate it by referring to the pictures.
Lesson on Sh-Zh-Ch-Soft G-J

Based on the Life of Shakespeare
for Junior and Senior High Schools
Grades 9-12

Before the class assembles the teacher should

1. have ready pictures of Shakespeare, Ann Hathaway's cottage, Shakespearean theatre.

2. write on blackboard any difficult or proper names which will occur in the course of the lesson.

Sounds to be studied: Sh-Zh-Ch-J-Soft G

To Pupils: We are going to study the sounds sh-zh-ch-j-soft g, and at the same time we shall find out something about Shakespeare. For sh as in Shakespeare, zh as in pleasure, ch as in church, j as in jest, and soft g as in gentle, the lips are thrust forward or projected, and they assume a square appearance. Sometimes this sound comes at the beginning of the word; sometimes in the middle of the word and sometimes at the end of the word. Sometimes you will find it combined with other letters.

We call these combinations: blends.

Note: Teacher will write samples of these sounds on the board as follows:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
<th>Blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>ship</td>
<td>fashion</td>
<td>wish</td>
<td>shrew</td>
</tr>
<tr>
<td>azure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial</td>
<td>Medial</td>
<td>Final</td>
<td>Blends</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>charm</td>
<td>achieve</td>
<td>watch</td>
<td></td>
</tr>
<tr>
<td>jostle</td>
<td>ajar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gem</td>
<td>agent</td>
<td>page</td>
<td></td>
</tr>
</tbody>
</table>

To Pupils: Can you give me any words that have sounds like these?

Note: Write words on board as pupils give them.

To Pupils: Notice the difference between \(w\) and \(wh\) where the lips have a forward movement and at the same time are puckered, and \(sh\), \(zh\), \(ch\), \(j\) and soft \(g\) where the lips are thrust forward but are not puckered.

<table>
<thead>
<tr>
<th>shed</th>
<th>wed</th>
<th>she</th>
<th>we</th>
</tr>
</thead>
<tbody>
<tr>
<td>chew</td>
<td>who</td>
<td>jerk</td>
<td>work</td>
</tr>
<tr>
<td>gill</td>
<td>will</td>
<td>jay</td>
<td>way</td>
</tr>
</tbody>
</table>

Is it Audible?

Note: Since these sounds look the same to the lipreader, he will get no clue from watching the teacher's face.

To Pupils: I shall give you some words that are in the story about Shakespeare that you will hear later. If I say a word that has the \(sh\) sound, you will answer Shakespeare; if I say a word that has the \(zh\) sound, you will answer pleasure; if I say a word that has the \(ch\) sound, you will answer Chaucer (an English poet, 1340-1400); if I say a word that has the \(j\) sound, you will answer Jonson (Playwright, English, contemporary of Shakespeare: 1573-1637). These sounds may come at the beginning, in the middle or at the end of the word.
<table>
<thead>
<tr>
<th>ship</th>
<th>occupation</th>
<th>leisure</th>
<th>azure</th>
</tr>
</thead>
<tbody>
<tr>
<td>joy</td>
<td>treasure</td>
<td>show</td>
<td>charm</td>
</tr>
<tr>
<td>action</td>
<td>children</td>
<td>pageant</td>
<td>she</td>
</tr>
<tr>
<td>chimney</td>
<td>jaw</td>
<td>flash</td>
<td>harsh</td>
</tr>
<tr>
<td>issue</td>
<td>church</td>
<td>jester</td>
<td>national</td>
</tr>
<tr>
<td>presentation</td>
<td>special</td>
<td>shore</td>
<td>judgement</td>
</tr>
<tr>
<td>genial</td>
<td>French</td>
<td>chamber</td>
<td>which</td>
</tr>
<tr>
<td>chart</td>
<td>ages</td>
<td>torch</td>
<td>clergy</td>
</tr>
<tr>
<td>vocation</td>
<td>jostle</td>
<td>gentlemen</td>
<td>thatch</td>
</tr>
<tr>
<td>village</td>
<td>sheep</td>
<td>poach</td>
<td>mansion</td>
</tr>
<tr>
<td>shear</td>
<td>churlish</td>
<td>job</td>
<td>shrew</td>
</tr>
<tr>
<td>stage</td>
<td>insurgent</td>
<td>dissipation</td>
<td>merchant</td>
</tr>
<tr>
<td>Julius</td>
<td>rich</td>
<td>munch</td>
<td>section</td>
</tr>
</tbody>
</table>

**Homophenous Words:**

**Note:** Pupil will supply the word which is homophenous to the one the teacher gives. Teacher will give one word at a time. She may choose one that begins with sh, ch, j or soft g. The other forms are given for the convenience of the teacher only.

**To Pupils:** I shall give you some words that begin with sh, ch, j or soft g. If I give you a word that begins with sh, then you begin your word with ch or j or soft g, but have your word rhyme with my word. If I give you a word that begins with ch, then you begin your word with sh, j or soft g, and so on.
| sham       | chill       | jam       |
| show       | chain       | Jill      |
| shoppy     | choppy      | Jo        |
| Sherry     | cherry      | Jane      |
| shoes      | choose      | Jews      |
| shames     | chump       | jump      |
| shames     | chest       | James     |
| ship       | chip        | jest      |
| shay       |            | jest      |
| share      | chair       | Jay       |
| shore      | chore       | jell      |
| shell      |             | jerk      |
| shirk      |             |           |

**Comparison: Auditory and/or Visual**

**Note:** Teacher may give these drills looking and speaking directly to the pupils or from different positions in the room.

**To Pupils:** Repeat these words in the order I say them:

- shake
- wake
- sake

- shake
- wake
- sake

- wake
- shake
- sake

- sake
- wake
- shake

- shake
- sake
- wake
<table>
<thead>
<tr>
<th>shrew</th>
<th>threw</th>
<th>brew</th>
</tr>
</thead>
<tbody>
<tr>
<td>shrew</td>
<td>threw</td>
<td>brew</td>
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<td>threw</td>
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<td>threw</td>
<td>shrew</td>
<td>brew</td>
</tr>
<tr>
<td>cheer</td>
<td>peer</td>
<td>fear</td>
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<td>cheer</td>
<td>peer</td>
<td>fear</td>
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<td>peer</td>
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<tr>
<td>cheer</td>
<td>fear</td>
<td>peer</td>
</tr>
<tr>
<td>Jay</td>
<td>way</td>
<td>ray</td>
</tr>
<tr>
<td>Jay</td>
<td>way</td>
<td>ray</td>
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<td>ray</td>
<td>way</td>
<td>Jay</td>
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<td>ray</td>
</tr>
<tr>
<td>Jay</td>
<td>ray</td>
<td>way</td>
</tr>
<tr>
<td>gender</td>
<td>vendor</td>
<td>sender</td>
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<tr>
<td>gender</td>
<td>vendor</td>
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<td>vendor</td>
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<td>sender</td>
<td>gender</td>
<td>vendor</td>
</tr>
<tr>
<td>gender</td>
<td>sender</td>
<td>vendor</td>
</tr>
</tbody>
</table>

**The Story:** Teacher should be so familiar with story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but should not use any exaggerated lip movements.
To Pupils: This story I am going to tell you has many words that have the sounds we have studied in this lesson. Watch my lips for these sounds and distinguish one from the other by the context.

The Bard of Avon

A Short Life of Shakespeare

William Shakespeare was born in 1564 in Stratford-on-Avon. For this reason he was called the Bard of Avon. He was a great English poet and writer of plays. Elizabeth was the queen of the English at that time. John Shakespeare, William's father was a well-to-do merchant and his mother, Mary, shed happiness and cheer wherever she went.

In their charming little village the Shakespeare family led a very merry life. Shakespeare went to the village school and studied much at home. In the summer he used to enjoy going to his grandfather's farm and watching the sheep washing and sheep shearing.

During the Fair-season he would watch the jugglers and the jovial minstrels. Sometimes there were minstrel plays shown inside the church by the priests, but so many people jostled each other that they moved out into the churchyard. Even as a boy Shakespeare was charmed by these plays.

At the age of eighteen Shakespeare married Ann Hathaway and moved to her cottage with its thatched roof. One day while he was hunting deer he went on the land of a very churlish gentleman called Sir Thomas Lucy. Poaching was against the law. Shakespeare decided to go to London to seek his fortune.
His first job was holding horses for the young gentlemen who went to the theatre. In a very short time Shakespeare began writing plays for the stage. The theatre in Shakespeare's day was very different from the one we go to today. There was no scenery on the stage. The rich sat in the balcony and the poor stood around in the pit which was like our orchestra section. Here they munched apples and told jokes. Shakespeare stayed in London for twenty years writing for the Globe and Blackfriar's Theatres.

Shakespeare often thought of the orchards at home and his own village of Stratford-on-Avon where the English stood against the Welsh insurgents. For this reason Will avoided wild dissipations and the harsh life of the other gentleman. He saved his money and purchased a fine mansion where he spent the last years of his life. He died in 1616.

He is still the greatest dramatist of all ages who wrote "not for an age, but for all time". You will hear about some of his plays in high school: Julius Caesar, The Taming of the Shrew, The Merchant of Venice, Midsummer Night's Dream and many others. The Taming of the Shrew and Midsummer Night's Dream have some very lovely music which you will hear in another lesson.

Questions on the Story:

To Teacher: Ask these questions orally after telling the story to see whether the pupils have a general understanding of what you have just told them.
1. Where was Shakespeare born?
2. How did he spend his childhood?
3. Why did he vanish from Stratford-on-Avon?
4. Describe the theatre in Shakespeare's day.
5. Who ruled the English at this time? Who rules the English now?
6. Name some plays written by Shakespeare.

<table>
<thead>
<tr>
<th>Association</th>
<th>Memory</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>merchant</td>
<td>1. Shakespeare's father was a well-to-do merchant.</td>
<td></td>
</tr>
<tr>
<td>sheep</td>
<td>2. Shakespeare used to enjoy watching the sheep being washed on his grandfather's farm.</td>
<td></td>
</tr>
<tr>
<td>village</td>
<td>3. During the Fair-season the streets of the village were very busy.</td>
<td></td>
</tr>
<tr>
<td>shadows</td>
<td>4. Shakespeare's country was full of shadows.</td>
<td></td>
</tr>
<tr>
<td>insurgents</td>
<td>5. The English stood against the Welsh insurgents.</td>
<td></td>
</tr>
<tr>
<td>poaching</td>
<td>6. Shakespeare had to leave Stratford for poaching on somebody else's property.</td>
<td></td>
</tr>
<tr>
<td>churlish</td>
<td>7. Sir Thomas Lucy was a churlish gentleman.</td>
<td></td>
</tr>
<tr>
<td>jostled</td>
<td>8. The audience in the pit jostled each other.</td>
<td></td>
</tr>
<tr>
<td>thatched</td>
<td>9. Ann Hathaway's cottage had a thatched roof.</td>
<td></td>
</tr>
<tr>
<td>Frobisher</td>
<td>10. Frobisher was a sea captain who lived during Shakespeare's day.</td>
<td></td>
</tr>
<tr>
<td>genial</td>
<td>11. Shakespeare was a genial man who loved his family.</td>
<td></td>
</tr>
</tbody>
</table>
Written Work: Auditory and Visual

Note: Pass out papers to pupils. Teacher will give the statements orally and the pupils will answer the questions by writing the answers on their papers.

To Pupils: If the statement I give is true, put T after the number of the sentence. If the statement is false, put F after the number of the sentence.

1. The miracle or mystery play long before Shakespeare’s time used to be given in the churches, but gradually they moved out to the churchyards. T.

2. Shakespeare was glad to get away from Stratford and work in London. F.

3. Shakespeare is said to be the greatest dramatist of all ages who wrote "not for an age, but for all time". T.

4. Shakespeare's mother was named Ann Hathaway. F.

5. In the Shakespearean theatre the common people sat in the balcony. F.

6. Shakespeare came of a wretchedly poor family. F.

Note: Teacher will read the following aloud.

To Pupils: Answer these questions in one or two words.

1. Name one play written by Shakespeare which has at least one of the sounds studied in this lesson. Julius Caesar, Merchant of Venice, Taming of the Shrew

2. How old was Shakespeare when he died? Fifty-two

3. Name the two theatres where Shakespeare's plays were given during his lifetime. Globe Blackfriar's

4. What was used for scenery in the Shakespearean theatre? Printed Signs

5. How long did Shakespeare live in London? Twenty Years
6. By what name was Shakespeare known? The Bard of Avon

7. What was the name of Shakespeare's wife? Ann

8. Did Shakespeare actually live in the places where the scenes are laid? No

9. Which ones of his plays have some very lovely music to accompany them? Midsummer Night's Dream, The Taming of the Shrew

Miscellaneous:

Bingo Game using words pertaining to Shakespeare and his plays.

Rule cards into sixteen squares and write the following names in each of the squares.

Shakespeare, Merchant of Venice
Stratford-on-Avon, English
Midsummer Night's Dream, Queen Elizabeth
Frobisher, Chaucer
Richard II, Ann Hathaway
Jonson, Taming of the Shrew
Hamlet, Bard of Avon
Tragedy, Julius Caesar

Use the same names, but put each name in different squares on each card so that no one card will have the same names in the same order. Have other small squares the size of an individual square of the larger card. Pass out a card with the names, and small squares to each pupil. As a name is called, the pupil who understands the name covers it with a small square. The pupil who has
a row of names covered either horizontally, vertically, or diagonally cries out, "Bingo". The pupil who finishes first wins the game.

Suggestions for use of pictures
The teacher may point to pictures as the story is told to the pupils.
Consonants Revealed by the Tongue

TH
T-D-N
L
Lesson on TH

Based on a Greek Myth

for Junior and Senior High Schools

Grades 7-12

Before the class assembles the teacher should

1. have ready pictures of Greek gods

2. write on the blackboard any difficult or proper names which will occur in the course of the lesson

Sound to be studied: TH

To Pupils: We are going to study the sound th and at the same time we shall learn how Prometheus brought fire to the world.

This is a Greek myth. For th as in thin the point of the tongue shows between the teeth. This th is unvoiced. For th as in then the point of the tongue shows just behind the upper teeth. This th is voiced. Sometimes this sound comes at the beginning of a word; sometimes in the middle of a word and sometimes at the end of a word. Sometimes you will find th combined with r and w. We call these combinations: blends.

Note: Teacher will write samples of this sound on the board as follows:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
<th>Blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>think</td>
<td>Athene</td>
<td>myth</td>
<td>three, thrift</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>throng, etc.</td>
</tr>
<tr>
<td>that</td>
<td>feather</td>
<td>breathe</td>
<td>thwart</td>
</tr>
</tbody>
</table>
To Pupils: Can you give me any words that have the th that sounds like the th in thin or like the th in then?

Note: Notice the difference between f and v where the lower lip touches the upper teeth and th where the point of the tongue touches the teeth.

fey they Eva ether
vie thy fought thought
miff myth vine thine

Is it Audible?

To Pupils: I shall give you some words that are in the story about Prometheus. Listen to these words. Some of them have the th which sounds like the th in thin. When you hear this th, say thin. Some of the words have the th which sounds like the th in then. When you hear this th, say then.

those thought Prometheus
that through the think
lengthy forth thatched
Athene
Homophenous Words:

Note: Since th does not look like any other sound, there are no homophenous formations such as are found with p-b-m or f-v sounds. However, when th is combined with the same vowel there will be words which will look alike to the lip reader. These words will be used in sentences.

that          than
1. No one knew that Prometheus wanted to help man.
2. Prometheus was kinder than Epithemetheus.

thick       thing       think
1. Prometheus found some thick sticks in the woods.
2. The sticks were not the thing he was looking for.
3. Prometheus went off to the seashore to think.

throat       throne       thrown
1. Prometheus had a lump in his throat when he thought of how miserable mankind was.
2. Jupiter sat on his throne and did not care for man.
3. Prometheus was not afraid to be thrown out of the house of the gods.

Comparison: Auditory and/or Visual

Note: The teacher may give the following drills looking and speaking directly to the pupils or from different positions in the room.

To Pupils: Repeat these words in the order in which I give them:
The Story: Teacher should be so familiar with story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but should not use any exaggerated lip movements.

To Pupils: The story that I am going to tell you about Prometheus has many th sounds. Some of the words have the th sound at the beginning of the word like three or in the middle of the word like father or at the end of the word like wreath. Listen for other th sounds.

The Story of Prometheus and How Fire was Given to Man

In those old, old times there lived two brothers. The elder of these brothers was Prometheus (Pro-me-thus), or Forethought. He was always thinking of the future. The other brother was
Epimetheus (Ep-i-me-thus), or Afterthought. He was always thinking of the past, of those days that had gone by.

Prometheus did not spend his time with the gods who lived only to drink nectar and eat ambrosia. Prometheus was faithful to men. He went out to live with them and help them. He was filled with sadness when he found that they were poor and wretched; they were living in caves, shivering with the cold because there was no fire.

"If only they had fire," said Prometheus. "They could warm themselves and cook their food. They could build themselves houses. Without fire they are worse off than the animals."

Prometheus begged Jupiter, the king of the gods, to give fire to men so that they might have a little through the months of the winter.

"Not a spark," said Jupiter. "Let them suffer and live like worthless animals. I think it is best for them to be poor so that we may thrive."

Prometheus did not answer. He left Jupiter on his throne and went forth to help mankind. He was thankful that he was not thoughtless like the other gods.

One day as he was walking by the sea he found a reed. When he had broken it off, he saw that the hollow center was filled with a dry, soft pith that would burn slowly and keep on fire for a long time. He took the lengthy stalk in his hands and started with it towards the home of the sun. He reached the sun just as he was rising from the earth to begin his daily journey through
the sky. Prometheus touched the end of the long reed to the flames, and the dry pith caught on fire and burned slowly.

Prometheus then called the shivering men from their caves and built a fire for them and showed them how to warm themselves and how to make other fires from the coals. Soon there was a cheerful blaze in every rude home in the land. Men and women gathered around the fire and they were warm and thankful to Prometheus for the wonderful gift which he had brought them from the sun.

Prometheus taught them how to cook and to eat like men, and not like beasts. He taught them, little by little, a thousand things. He showed them how to build houses with thatched roofs and how to strengthen themselves against the snowstorms of winter and the thunder storms of summer. The people learned how to make tools and weapons which they needed in peace and war. When Prometheus saw how happy and full of mirth the world was becoming, he cried out, "A new Golden Age has come, better than anything we have ever had!"

Questions on the Story:

To Teacher: Ask these questions orally after telling about Prometheus to see whether the pupils have a general understanding of what you have just told them.

1. How did the ancient Greeks explain the mysteries in nature - like fire?

2. Why was Prometheus sad?

3. What kind of a god was Jupiter?

4. Was Jupiter anything like our idea of God?
5. How did Prometheus finally help man?

6. What was the result of this help?

<table>
<thead>
<tr>
<th>Association</th>
<th>Memory</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athene</td>
<td>1. Athene was the Greek goddess of wisdom.</td>
<td></td>
</tr>
<tr>
<td>Athens</td>
<td>2. Athens is a Greek city named in her honor.</td>
<td></td>
</tr>
<tr>
<td>Parthenon</td>
<td>3. The people of Athens worshipped their gods in a temple called the Parthenon.</td>
<td></td>
</tr>
<tr>
<td>Theseus</td>
<td>4. About three thousand years ago there was an Athenian youth called Theseus.</td>
<td></td>
</tr>
<tr>
<td>Aethra (E-thra)</td>
<td>5. Theseus was the son of Aegeus (E-jus) and Aethra.</td>
<td></td>
</tr>
<tr>
<td>birthday</td>
<td>6. On his eighteenth birthday Theseus left his mother to seek his father in Athens.</td>
<td></td>
</tr>
<tr>
<td>Labyrinth</td>
<td>7. Daedalus (De-da-lus) built the Labyrinth, a house with a thousand chambers, on the island of Crete.</td>
<td></td>
</tr>
<tr>
<td>thrust</td>
<td>8. Theseus, with a sharp thrust of his sword, killed the Minotaur.</td>
<td></td>
</tr>
<tr>
<td>thread</td>
<td>9. Then he found his way out of the Labyrinth by following the thread he had tied to the entrance.</td>
<td></td>
</tr>
<tr>
<td>Corinth</td>
<td>10. Corinth is another Greek city; it is on the Isthmus of Corinth.</td>
<td></td>
</tr>
<tr>
<td>Demosthenes</td>
<td>11. Demosthenes was an Athenian orator.</td>
<td></td>
</tr>
</tbody>
</table>
Thebes was an ancient city of Greece.

Thrace is in the northern part of Greece.

A Marathon is a long distance race.

Thetis was the mother of Achilles.

Actors are sometimes called Thespians.

Written Work: Auditory and Visual

Note: Pass out papers to pupils. The teacher will read each statement slowly and clearly.

To Pupils: On your papers there are incomplete sentences. As I read the answers put beside the number of the sentence on your paper the letter which completes the sentence correctly.

1. The Parthenon was a _________.
   a. city  
   b. god  
   c. temple

2. Theseus was _________.
   a. the ugliest of the Greeks  
   b. an Athenian youth  
   c. a labyrinth

3. Demosthenes was _________.
   a. an Athenian orator  
   b. a warrior  
   c. the son of Aethra

4. Prometheus was _________.
   a. king of the gods  
   b. brother of Theseus  
   c. discoveror of fire

5. Thespians were _________.
   a. worthless Greeks  
   b. actors  
   c. writers

6. A Marathon is a _________.
   a. founder of the Greek drama  
   b. northern part of Greece  
   c. long distance race
7. Theseus found his way out of the Labyrinth by ------------.
   a. killing the minotaur
   b. following the thread
   c. praying to the gods

8. Thrace is ----------.
   a. in the northern part of Greece
   b. in the southern part of Greece
   c. on the island of Crete

9. The minotaur was a monster who lived in ------------.
   a. Thebes
   b. the Labyrinth
   c. Athens

10. Prometheus obtained help from ----------.
    a. Jupiter
    b. his brother
    c. the sun

Suggestions for use of pictures

1. The teacher may illustrate her story by pointing to the pictures.
2. The teacher may tell short anecdotes about other Greek gods, using the pictures to illustrate.
Lesson on T-D-N

Based on the American Indian
(Social Studies)
for Junior High School
Grades 7-8

Before the class assembles the teacher should
1. have ready filmstrip on Indian Games.
2. write on blackboard any difficult or proper names which will
   occur in the course of the lesson.

Sounds to be studied: T-D-N

To Pupils: We are going to study the sounds t-d-n, and at the
same time we shall find out something about the American Indian.
T-D-N look alike; we place the tongue behind the upper teeth as
in tear, deer, near. The teeth are close together, which makes
the tongue movement difficult to see. Sometimes this sound comes
at the beginning of a word; sometimes in the middle of a word,
and sometimes at the end of the word. Sometimes you will find
it combined with other letters. We call these combinations:
blends.

Note: Teacher will write samples of these sounds on the board as
follows:
<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
<th>Blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>tame</td>
<td>attack</td>
<td>hunt</td>
<td>trade</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>trail</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>train</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>tramp</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>tribe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>true</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>twig</td>
</tr>
<tr>
<td>dig</td>
<td>adobe</td>
<td>raid</td>
<td>draw</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>drift</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>drink</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>drop</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>dry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>dwell</td>
</tr>
<tr>
<td>night</td>
<td>enemy</td>
<td>mine</td>
<td></td>
</tr>
</tbody>
</table>

To Pupils: Can you give me some words that have the t-d-n sound?

Note: Write words on board as pupils give them.

Is it Audible?

Note: Since these sounds look the same to the lipreader, he will get no clue from watching the teacher's face.

To Pupils: I shall give you some words that are in the story about the American Indian which you will hear later. If I say a word that has the t sound, you will answer tepee; if I say a word that has the d sound, you will answer doctor; if I say a word that has the n sound, you will answer noise.
<table>
<thead>
<tr>
<th>white</th>
<th>tribe</th>
<th>medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>Tecumseh</td>
<td>tender</td>
</tr>
<tr>
<td>found</td>
<td>hunt</td>
<td>deer</td>
</tr>
<tr>
<td>tent</td>
<td>medicine man</td>
<td>tobacco</td>
</tr>
<tr>
<td>Indian</td>
<td>Uncas</td>
<td>flat</td>
</tr>
<tr>
<td>bone</td>
<td>arrowhead</td>
<td>paint</td>
</tr>
<tr>
<td>trail</td>
<td>tomahawks</td>
<td>pots</td>
</tr>
<tr>
<td>devil</td>
<td>down</td>
<td>now</td>
</tr>
<tr>
<td>needles</td>
<td>until</td>
<td>drive</td>
</tr>
<tr>
<td>hunts</td>
<td>enemies</td>
<td>tomahawk</td>
</tr>
<tr>
<td>husband</td>
<td>paint</td>
<td>plant</td>
</tr>
<tr>
<td>fight</td>
<td>deal</td>
<td>children</td>
</tr>
<tr>
<td>women</td>
<td>white</td>
<td>nearly</td>
</tr>
<tr>
<td>hundred</td>
<td>could</td>
<td>tend</td>
</tr>
</tbody>
</table>

**Homophenous Words:**

*Note:* Pupil will supply the word which is homophenous to the one the teacher gives. Teacher will give one word at a time. She may choose one that begins with t or d or n. The other forms are given for the convenience of the teacher only.

*To Pupils:* I shall give you some words that have the t-d-n sound. If I give a word that has the t sound, then you give me a word that has the d or n sound, but have your word rhyme with my word. If I give you a word that has the n sound, then you give me a word that has the t or d sound, and so on.
<table>
<thead>
<tr>
<th>tame</th>
<th>Dame</th>
<th>name</th>
</tr>
</thead>
<tbody>
<tr>
<td>tan</td>
<td>Dan</td>
<td>Nan</td>
</tr>
<tr>
<td>tine</td>
<td>dine</td>
<td>nine</td>
</tr>
<tr>
<td>tie</td>
<td>die</td>
<td>nigh</td>
</tr>
<tr>
<td>tick</td>
<td>Dick</td>
<td>Nick</td>
</tr>
<tr>
<td>ton</td>
<td>done</td>
<td>none, nun</td>
</tr>
<tr>
<td>tote</td>
<td>dote</td>
<td>note</td>
</tr>
<tr>
<td>tow</td>
<td>dough</td>
<td>no</td>
</tr>
<tr>
<td>tab</td>
<td>dab</td>
<td>nab</td>
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<tr>
<td>went</td>
<td>wend</td>
<td>when</td>
</tr>
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<td>dip</td>
<td>nip</td>
</tr>
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<td>town</td>
<td>down</td>
<td>noun</td>
</tr>
<tr>
<td>to, too, two</td>
<td>do</td>
<td>new</td>
</tr>
<tr>
<td>beat</td>
<td>bead</td>
<td>bean</td>
</tr>
<tr>
<td>bat</td>
<td>bad</td>
<td>ban</td>
</tr>
<tr>
<td>fat</td>
<td>fad</td>
<td>fan</td>
</tr>
<tr>
<td>fate</td>
<td>fade</td>
<td>vain, vane, vein</td>
</tr>
</tbody>
</table>

**Comparison: Auditory and/or Visual**

**Note:** Teacher may give these drills looking and speaking directly to the pupils or from different positions in the room.

**To Pupils:** Repeat these words in the order that I say them:

<table>
<thead>
<tr>
<th>tent</th>
<th>sent</th>
<th>meant</th>
<th>not</th>
<th>rot</th>
<th>sought</th>
</tr>
</thead>
<tbody>
<tr>
<td>tent</td>
<td>sent</td>
<td>meant</td>
<td>not</td>
<td>rot</td>
<td>sought</td>
</tr>
<tr>
<td>sent</td>
<td>tent</td>
<td>meant</td>
<td>sought</td>
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<td>not</td>
<td>sought</td>
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<td>meant</td>
<td>sent</td>
<td>not</td>
<td>sought</td>
<td>rot</td>
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<td>------</td>
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<td>------</td>
<td>-----</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>drill</td>
<td>thrill</td>
<td>shrill</td>
<td>plant</td>
<td>plaid</td>
<td>plan</td>
</tr>
<tr>
<td>drill</td>
<td>thrill</td>
<td>shrill</td>
<td>plant</td>
<td>plaid</td>
<td>plan</td>
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<tr>
<td>shrill</td>
<td>drill</td>
<td>thrill</td>
<td>plaid</td>
<td>plant</td>
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<tr>
<td>thrill</td>
<td>shrill</td>
<td>drill</td>
<td>plan</td>
<td>plant</td>
<td>plaid</td>
</tr>
<tr>
<td>drill</td>
<td>shrill</td>
<td>thrill</td>
<td>plant</td>
<td>plan</td>
<td>plaid</td>
</tr>
</tbody>
</table>

**The Story:** Teacher should be so familiar with story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but should not use any exaggerated lip movements.

**To Pupils:** This story I am going to tell you has many t-d-n sounds. Some of the words have the t-d-n sound at the beginning of the word like deer or in the middle of the word like body or at the end of the word like net, fed, ten, etc. Watch my lips and listen to these sounds and distinguish one from the other by the context.

**The American Indian**

When the white man came to this continent, he found tribes of Indians. They had red skins, straight dark hair and dark eyes.

They dwelt in tents or tepees. Other tribes lived in adobe huts. They hunted the deer and the buffalo or they planted corn and tobacco with stone tools or with the flat bone of a deer. They made pots of clay. Some of the arrowheads the Indians made were very beautiful. For needles they used small, sharp bones.
The men were called braves. They hunted and fought with other Indians in the woods. When they fought, they painted their bodies with bright paint to frighten their enemies. They trailed after them with tomahawks in their hands.

The women were called squaws. They planted and did a great deal of the work while their husbands were hunting or fighting. The mother Indian tended the children, too. The baby Indians were called papooses. When the mother Indian worked, she carried him strapped to her back or tied to a board and tied to a tree.

When the Indians had plenty of food and stayed at home, they played together with the women and children.

The Indian doctor was called the medicine man. If an Indian was sick the medicine man said he had devils in him. The Indian doctor would do all he could to drive out the bad spirits by making noises with rattles and jumping up and down.

After the white man came, there were many battles with the Indians. The Indians did not want the white men to take their land. The white men pushed the Indians back until now they have only a little part of the land they used to hold, although there are nearly as many Indians today as there were four hundred years ago.

Questions on the Story:

To Teacher: Ask these questions orally after telling the story to see whether the pupils have a general understanding of what you have just told them.
1. Where did the Indians live?
2. What were some of the things the Indian braves used to do?
3. What was the work of the Indian women?
4. How did the Indian doctor take care of the sick?
5. How did the white men and Indians get along?
6. Are there any more Indians left, and if there are, where are they?

Association | Memory | Identification
--- | --- | ---
Note: The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences changing the order.

To Pupils: I want you to repeat the sentence that you hear.

Clue Word:

**tribe** | 1. The Indians lived in a group called a tribe. |
**tomahawk** | 2. A tomahawk was a light war axe used by the North American Indian. |
**tobacco** | 3. The Indians planted corn and tobacco. |
**medicine man** | 4. The Indian medicine man would jump up and down to drive out evil spirits. |
**hunt** | 5. The Indian braves liked to hunt the buffalo. |
**needles** | 6. The Indians made needles out of bone. |
**paint** | 7. The Indians used to paint their bodies with bright paint. |
**continent** | 8. The Indians used to live all over this continent. |
**Squanto** | 9. Squanto was a good Indian; he helped the Pilgrims. |
10. The Indians fought many battles with the white men.

Written Work: Auditory and Visual

Note: Pass out papers to pupils. The teacher will read each statement slowly and clearly.

To Pupils: I shall read some sentences to you that are about the American Indian. I shall leave out one word from each sentence. On your paper please write the word I omit beside the number of the sentence. The word you write will have the t or the d or the n sound.

1. The Indians liked to _______ the buffalo.

2. The Indian weapon was called the ________.

3. The Indians used to live in _________.

4. The Indians used to smoke _________ in their peace pipes.

5. An Indian doctor was called a ________.

6. The Indians used small sharp bones to make ________.

7. The Indians like to hunt the buffalo and the ________.

8. After the white men came, there were many _________ with the Indians.

hunt
tomahawk
tents
tpees
adobe huts
tobacco
medicine man
needles
der
battles
fights
9. The Indians would use bright ---------
    all over their bodies.

10. While the Indian braves hunted, the
    Indian squaws ---------- corn and tobacco.

Miscellaneous:

Name the Indian Chief

Note: The following may have been mentioned in the classroom or
    the pupil may have read about these Indian chiefs. Test pupil
    for general background knowledge.

To Pupils: Some of the names of the Indian chiefs I shall give
    you have the same sounds studied in this lesson. If you know the
    answer, raise your hand. Otherwise, watch my lips for the answer.

1. Name one of the most dreaded Indian chiefs who
    helped the English in Canada during the War of 1812.
       Tecumseh

2. Name the Indian chief who destroyed Custer
    and his men.
       Sitting Bull

3. Name the Indian chief who helped the
    Pilgrims.
       Massasoit

4. Name the Indian chief, his son, who fought
    the colonists in New England.
       King Philip

5. Name the Aztec Indian chief who was
    conquered by Cortez.
       Montezuma

6. Name the Indian chief who was the last
    of the Mohicans.
       Uncas
7. Name the Indian chief whose daughter saved Captain John Smith.  
   Powhatan

8. Name the Canadian Indian chief who trusted the Mounties.  
   Crowfoot

9. Name the young Seminole Indian chief who resisted the American troops in Florida which resulted in the most dreadful Indian war in our history.  
   Osceola

To Pupils: After the white men conquered the Indians, he built many towns and invented many things to help him on this new continent. What do you know about these inventions and discoveries? The sounds t-d-n, which we have studied in this lesson, are either in the name of the invention or discovery or in the name of the inventor or discoveror.

<table>
<thead>
<tr>
<th>Inventions and Discoveries</th>
<th>Inventor or Discoveror</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discoveror of Electricity</td>
<td>Franklin</td>
<td>1752</td>
</tr>
<tr>
<td>Steam Engine</td>
<td>Watt</td>
<td>1765</td>
</tr>
<tr>
<td>Cotton Gin</td>
<td>Whitney</td>
<td>1793</td>
</tr>
<tr>
<td>Steam Boat</td>
<td>Fulton</td>
<td>1807</td>
</tr>
<tr>
<td>Telegraph</td>
<td>Morse</td>
<td>1832</td>
</tr>
<tr>
<td>Machine Gun</td>
<td>Gatling</td>
<td>1861</td>
</tr>
<tr>
<td>Typewriter</td>
<td>Mitterhofer</td>
<td>1864</td>
</tr>
<tr>
<td>Telephone</td>
<td>Bell</td>
<td>1876</td>
</tr>
<tr>
<td>Incandescent Lamp</td>
<td>Edison</td>
<td>1878</td>
</tr>
<tr>
<td>Adding Machine</td>
<td>Burroughs</td>
<td>1888</td>
</tr>
<tr>
<td>Invention</td>
<td>Inventor</td>
<td>Year</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>Automobile</td>
<td>Duryea</td>
<td>1892</td>
</tr>
<tr>
<td>X-Ray</td>
<td>Roentgen</td>
<td>1895</td>
</tr>
<tr>
<td>Wireless Telegraph</td>
<td>Marconi</td>
<td>1896</td>
</tr>
<tr>
<td>Motor Driven Airplane</td>
<td>Wright Brothers</td>
<td>1896</td>
</tr>
<tr>
<td>Television</td>
<td>Baird</td>
<td>1926</td>
</tr>
</tbody>
</table>

**Suggestion** for use of filmstrip

Show after telling story of the American Indian.
Lesson on L
Based on Junior High School Science
Grades 7-9

Before the class assembles the teacher should
1. have ready pictures of cave men and their early homes.
2. write on blackboard any difficult or proper names which will occur in the course of the lesson.

Sound to be studied: L

To Pupils: We are going to study the sound L and at the same time we shall find out something about man when he lived on this earth over a million years ago.

For L as in lime the point of the tongue touches the upper gum. Sometimes this sound comes at the beginning of the word; sometimes in the middle of the word and sometimes at the end of the word. Sometimes it is combined with other letters. We call these combinations: blends.

Note: Teacher will write samples of these sounds on the board as follows:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaf</td>
<td>mallet</td>
<td>pool</td>
</tr>
<tr>
<td>little</td>
<td>elephant</td>
<td>all</td>
</tr>
<tr>
<td>loam</td>
<td>believe</td>
<td>tall</td>
</tr>
</tbody>
</table>
### Blends:
- blame, blot, blue
- bleed, blood, blow
- claim, clot, clue
- gleam, glow, glad
- flame, flat, flew
- fleet, flow, flit
- slum, slat, slew
- sleet, slow, slit

**To Pupils:** Can you give me some words that have the /l/ sound?

**Note:** Write words on board as pupils give them.

**To Pupils:** *ly* can be added to adjectives to form adverbs. Add *ly* to these adjectives. Say the word aloud.

- sly—slyly
- full—fully
- happy—happily
- slow—slowly

Can you think of some other adjectives that we can change to adverbs?

**Is it Audible?**

**To Pupils:** I shall give you some words (in groups of four) that are in the story you will hear later. Some words will have the /l/ sound and some will not. Tell me the word that does not have the /l/ sound.

<table>
<thead>
<tr>
<th>million</th>
<th>similar</th>
<th>lived</th>
<th>earth</th>
</tr>
</thead>
<tbody>
<tr>
<td>tell</td>
<td>like</td>
<td>bones</td>
<td>tall</td>
</tr>
<tr>
<td>lagoon</td>
<td>occasional</td>
<td>lime</td>
<td>soak</td>
</tr>
<tr>
<td>gravel</td>
<td>stove</td>
<td>fossils</td>
<td>possibly</td>
</tr>
<tr>
<td>lake</td>
<td>man</td>
<td>lift</td>
<td>skeleton</td>
</tr>
<tr>
<td>shape</td>
<td>leader</td>
<td>early</td>
<td>color</td>
</tr>
<tr>
<td>long</td>
<td>similar</td>
<td>large</td>
<td>short</td>
</tr>
<tr>
<td>locate</td>
<td>all</td>
<td>arms</td>
<td>legs</td>
</tr>
</tbody>
</table>
Homophenous Words

Note: Since l does not look like any other letter there are no homophenous formations, such as are found with sh-zh-ch-soft g or p-b-m words. However, when l is combined with the same vowel there will be many words which will look alike to the lipreader. These words will be used in sentences.

To Pupils: I shall give you some sentences which have words that look alike. These words that look alike are called homophenes. Tell me the words that look alike.

lessen  lesson
1. Early man lived in caves to lessen the danger of attack.
2. Do you find the lesson interesting?

lack  lag  lank
1. There is no doubt that early man had a lack of many things.
2. Early man could not lag behind because a wild animal might kill him.
3. Pictures of early man show him with lank hair.

all  haul
1. Early man put all his possessions in a cave.
2. After killing an animal, he would haul it to his cave.

pistol  missile
1. Early man had no pistol to shoot animals.
2. He used a rough stone for a missile.

plant  plan
1. We do not know whether early man knew enough to plant seeds.
2. His plan was to collect as many fossils as possible.
1. Perhaps early man used to peel the bark from trees to make boats.

2. His meal usually consisted of meat.

**Comparison: Auditory and/or Visual**

**Note:** Teacher may give these drills looking and speaking directly to the pupils or from different positions in the room.

**To Pupils:** Repeat these words in the order that I give them:

<table>
<thead>
<tr>
<th>led</th>
<th>red</th>
<th>wed</th>
<th>loam</th>
<th>roam</th>
<th>foam</th>
</tr>
</thead>
<tbody>
<tr>
<td>led</td>
<td>red</td>
<td>wed</td>
<td>loam</td>
<td>roam</td>
<td>foam</td>
</tr>
<tr>
<td>red</td>
<td>wed</td>
<td>led</td>
<td>roam</td>
<td>foam</td>
<td>loam</td>
</tr>
<tr>
<td>wed</td>
<td>led</td>
<td>red</td>
<td>foam</td>
<td>roam</td>
<td>loam</td>
</tr>
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<td>wed</td>
<td>red</td>
<td>loam</td>
<td>foam</td>
<td>roam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>leaf</th>
<th>reef</th>
<th>sheaf</th>
<th>lick</th>
<th>kick</th>
<th>sick</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaf</td>
<td>reef</td>
<td>sheaf</td>
<td>lick</td>
<td>thick</td>
<td>sick</td>
</tr>
<tr>
<td>sheaf</td>
<td>leaf</td>
<td>reef</td>
<td>thick</td>
<td>sick</td>
<td>lick</td>
</tr>
<tr>
<td>reef</td>
<td>sheaf</td>
<td>leaf</td>
<td>sick</td>
<td>lick</td>
<td>thick</td>
</tr>
<tr>
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<td>sheaf</td>
<td>reef</td>
<td>lick</td>
<td>sick</td>
<td>thick</td>
</tr>
</tbody>
</table>

**The Story:** Teacher should be so familiar with story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but should not use any exaggerated lip movements.
To Pupils: This story I am going to tell you has many l sounds. Some of the words have the l sound at the beginning of the word like lime, in the middle of the word like elephant or at the end of the word like fossil. Watch my lips and listen for this sound.

Early Man

It is, perhaps, a hundred and twenty-five million years ago that a creature similar to man first lived on earth. We can tell what he was like from his bones.

Occasionally a dead man-creature might fall into a lagoon and his bones might be soaked in lime. The bones would turn to stone and become fossils. Possibly these bones might be covered with gravel at the bottom of the lagoon.

After many, many years the lagoon or lake might dry up. Modern man might lift up the gravel and locate the fossil skeleton. Leaders in the scientific world can tell the shape of early man, though not the color of his skin and hair.

These ape-men have been located in many localities of the world, but they are not all alike. In some ways they are similar to apes; in other ways they are like men. The ape has long arms and short legs. The ape-man has short arms and long legs. The ape needs his long arms to help him to walk, but the ape-man could walk upright without using his arms. Man's feet became flatter and less like hands. Man learned to use his hands for making tools.

His brain grew larger and his face grew smaller.
The world was full of peril for the ape-men. Sometimes the rivers flooded suddenly and they drowned. They got lost. If they could not collect enough food, they starved.

They lived and slept near rivers so that they could get water easily. They had to live near a place where they could get lumps of flint for that was essential to make tools.

Apes have remained like the apes of millions of years ago, but the ape-man has developed over the years and become man.

Adapted.

Questions on the Story:

To Teacher: Ask these questions orally after reading the story to see whether the pupils have a general understanding of what you have just told them.

1. How do we know what man was like a hundred and twenty-five million years ago?
2. Name some differences between the ape and the ape man.
3. Where did the ape-men live and why?
4. What were some of the dangers that existed for the ape-men?
5. How did the ape-men change physically?

Association

Memory

Identification

Note: The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences changing the order.
To Pupils: I want you to repeat the sentence that you hear.

Clue Word:

gorilla 1. We have found fossils of the gorilla.
climate 2. Gradually the climate grew colder.
glacier 3. Lumps of ice broke away from the glaciers and sailed away as icebergs.
Neanderthal 4. Neanderthal man was not like man today.
beetling 5. He had beetling brows and large teeth.
lived 6. They lived on meat and fish because there were no vegetables.
clothes 7. They began to wear clothes because of the cold.
animals 8. They drew pictures of animals on the walls of caves.
lamps 9. Little stone lamps were used to give light.
palettes 10. They ground up the material with palettes to make yellow paint.
modelled 11. They modelled in clay.
life-like 12. The figures were very life-like.

Written Work: Auditory and Visual

Note: Pass out papers to pupils. The teacher will read each statement slowly and clearly.

To Pupils: I shall read some sentences to you. If the sentence has the l sound, place a plus sign after the number of the sentence. If the sentence has no l sound, put a minus sign after the number of the sentence.

Note: Indicate plus and minus on the board.
1. Protoplasm is filled with flowing white granules.

2. The elephant is a large mammal.

3. The ape-men made weapons out of stone.

4. Occasionally archeologists find the remains of fossils in lakes and lagoons.

5. We can see many grizzly bears in Yellowstone Park.

6. These bears hibernate in the winter.

7. The bear cubs get their first view outside their caves in the spring.

8. Our first trees were huge ferns.

9. About two hundred million years ago large reptiles lived on the land.

10. In the formation of their heads and teeth they showed tendencies that were decidedly mammal-like.

Suggestions for use of pictures:

The teacher may show pictures of cave men and their early homes as she tells the story.
Consonants Revealed by the Context

Y

H

K-HARD C-HARD G-NG
Lesson on Y

Based on the Novel

The Yearling

by

Marjorie Kinnan Rawlings

for Senior High School

Grades 10-12

Before the class assembles the teacher should write on the board the following:

Type of story: Novel

Author: Marjorie Kinnan Rawlings

Time of Story: Late 1800's

Place: Florida scrub country

Principal characters:

Penny Baxter

Ora, his wife

Jody, his 12 year old son

Grandma Hutto

Oliver Hutto, her son

Twink, Oliver's sweetheart

Sound to be studied: Y

To Pupils: We are going to study the sound y, and at the same time we shall read together The Yearling, a novel by Marjorie Kinnan Rawlings. For y as in year or yes the lips are relaxed and the opening between the lips is narrow. It is like the movement for
short i as in it or in. Y is found as a consonant only before vowels, usually at the beginning of a word as in you, sometimes in the middle of a word as in lawyer, but never at the end of a word. It is difficult to see the sound for y. Usually it has to be heard in a sentence. Listen for the y sound in these sentences.

Note: Teacher will write on board words having the y sound.

1. The girl has yellow hair and blue eyes.
2. In India a children's nurse is called an ayah.
3. You will find some yellow flowers beyond that yard.
4. The Yankees drove the Cayugas, an Iroquois Indian tribe, from New York to Ontario.
5. The Mayan Indians were first found in Mexico and Central America.
6. Ten young boys dragged in a yule log to burn in the fireplace Christmas Eve.
7. The field yielded a good crop.
8. The Yosemite and the Yellowstone are two great national parks.
9. The noyade is execution by mass drowning.
10. The toyon is a North American shrub found on the Pacific Coast.

To Pupils: Can you give me some words that have the y sound?

Note: Write words on board as pupils give them.

Is it Audible?

To Pupils: I shall give you some words (in groups of four) that are in the story you will hear later. Some words will have the y sound and some will not. Tell me the word that does not have the y sound.
<table>
<thead>
<tr>
<th>yearling</th>
<th>beyond</th>
<th>Jody</th>
<th>yard</th>
</tr>
</thead>
<tbody>
<tr>
<td>yelp</td>
<td>yoke</td>
<td>yap</td>
<td>Penny</td>
</tr>
<tr>
<td>young</td>
<td>you</td>
<td>fawn</td>
<td>year</td>
</tr>
<tr>
<td>yield</td>
<td>party</td>
<td>yell</td>
<td>youthful</td>
</tr>
<tr>
<td>soil</td>
<td>yuletide</td>
<td>yonder</td>
<td>yellow</td>
</tr>
<tr>
<td>yowl</td>
<td>smoke</td>
<td>yon</td>
<td>yokel</td>
</tr>
</tbody>
</table>

**Comparison: Auditory and/or Visual**

**Note:** The teacher may give these drills looking and speaking directly to the pupils or from different positions in the room.

**To Pupils:** Repeat these words in the order that I give them:

<table>
<thead>
<tr>
<th>yes</th>
<th>chess</th>
<th>guess</th>
<th>yank</th>
<th>rank</th>
<th>spank</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>chess</td>
<td>guess</td>
<td>yank</td>
<td>rank</td>
<td>spank</td>
</tr>
<tr>
<td>chess</td>
<td>guess</td>
<td>yes</td>
<td>rank</td>
<td>spank</td>
<td>yank</td>
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<tr>
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<td>yes</td>
<td>chess</td>
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<td>yank</td>
<td>rank</td>
</tr>
<tr>
<td>yes</td>
<td>guess</td>
<td>yes</td>
<td>yank</td>
<td>spank</td>
<td>yank</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>you</th>
<th>too</th>
<th>woo</th>
<th>yellow</th>
<th>fellow</th>
<th>mellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>too</td>
<td>woo</td>
<td>yellow</td>
<td>fellow</td>
<td>mellow</td>
</tr>
<tr>
<td>too</td>
<td>woo</td>
<td>you</td>
<td>mellow</td>
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<td>fellow</td>
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<tr>
<td>woo</td>
<td>you</td>
<td>too</td>
<td>yellow</td>
<td>mellow</td>
<td>fellow</td>
</tr>
<tr>
<td>you</td>
<td>woo</td>
<td>you</td>
<td>mellow</td>
<td>yellow</td>
<td>yellow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>young</th>
<th>lung</th>
<th>sung</th>
<th>yawl</th>
<th>bawl</th>
<th>doll</th>
</tr>
</thead>
<tbody>
<tr>
<td>young</td>
<td>lung</td>
<td>sung</td>
<td>yawl</td>
<td>bawl</td>
<td>doll</td>
</tr>
<tr>
<td>lung</td>
<td>young</td>
<td>sung</td>
<td>bawl</td>
<td>yawl</td>
<td>doll</td>
</tr>
</tbody>
</table>
To Pupils: This story I am going to tell you has many y sounds. Some of the words have the y sound at the beginning of the word like year and some have the y sound in the middle of the word like beyond. Y comes at the end of many words as in buy or money, it is not pronounced so that it does not count as a sound for us. Listen for the y sound and distinguish it from other sounds by the context.

The Yearling
by Marjorie Kinnan Rawlings

This story is a novel written by Marjorie Kinnan Rawlings. It tells the story of a young boy who lived with his family in the Florida scrub country in the later 1800's. The Yearling deals with one year in the life of a twelve-year old boy, the year in which he passed from adolescence into young manhood.

The Baxter family was made up of Penny, Ora and young Jody. They lived in a wretched cabin in the Florida scrub where the soil was poor and the yield of crops very scanty. Penny used to go beyond in the woods to hunt. Young Jody, instead of helping with the hoeing in the little garden they had in the back yard, used to wander around day-dreaming. He was like any other twelve year old boy yearning for the excitement and anxious to escape the yoke of heavy work.
The Yearling describes a series of adventures that the Baxter family has in their struggle to survive. You will learn of the killer deer, old Slewfoot, who destroyed Penny's young animals. You will meet young Oliver Hutto, Penny's friend and his yellow-haired sweetheart, Twinkle. You will see a yuletide party at Grandma Hutto's house. You will hear the yowl of Penny's dog and the rattle of the snake who bit Penny as he shot a doe. You will see the youthful Jody take the young fawn who survived home with him. This young fawn who, in a way, is like Jody grows to be a yearling, also. In the growing the fawn tramples on the crops and destroys them. Jody is sensitive. He loves beauty and he suffers from the ugliness and poverty around him — the yapping of the cur, and the yells of his mother who is tired of the fawn's destructive habits. You will suffer with Jody when his mother shoots the fawn and Jody has to finish the job because her aim is so poor. You will want to run away as Jody did, but you will return, too, just as he did when he stopped being a little boy and became a yearling.

Questions on the Story:

To Teacher: Ask these questions orally after reading the story to see whether the pupils have a general understanding of what you have just told them.

1. Who wrote The Yearling?
2. Why is it called The Yearling?
3. Who are the principal characters?
4. How did Grandma Hutto celebrate Christmas?
5. What does the fawn do as he grows up?

6. Why is he compared to Jody?

7. What happens to Jody at the end?

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**Association**

**Memory**

**Identification**

Note: The clue word may be written on the board. Give sentences with clue word showing; erase the clue word; repeat sentences changing the order.

**To Pupils:** I want you to repeat the sentence that you hear.

**Clue Word:**

- **young**
  - 1. Jody was the young boy in the story we have just heard.

- **yearling**
  - 2. It is called *The Yearling* because it deals with one year in the life of Jody.

- **yielded**
  - 3. The Baxter land yielded very poor crops.

- **yearned**
  - 4. Jody yearned for excitement and adventure.

- **yard**
  - 5. Jody's fawn trampled the crops in the yard.

- **yell**
  - 6. Jody suffered when his mother would yell at him.

- **yapping**
  - 7. The yapping of the dog awoke Jody.

- **yellow**
  - 8. Twink was Oliver's yellow-haired sweetheart.

- **yule**

- **youthful**
  - 10. In the end the youthful Jody becomes a yearling and puts aside childish games.
Written Work: Auditory and Visual
Note: Pass out papers to the pupils. The teacher will read each statement slowly and clearly.

To Pupils: I shall read some sentences to you that are about the story you have just heard. I shall leave out one word from each sentence. On your paper please write the word I omit beside the number of the sentence. The word you write will have the y sound.

1. This book is called The ________.
   Yearling

2. Jody is the _______ hero of the book.
   youthful or young

3. Jody wished to escape the _______ of heavy work.
   yoke

4. The Baxter land _______ poor crops.
   yielded

5. The fawn trampled the crops in the Baxter _______.
   yard

6. Jody's mother _______ at him because the fawn trampled the crops.
   yelled

7. Jody's dog would _______ at strangers.
   yap or yowl

8. Grandma Hutto celebrated Christmas with a _______ log.
   yule

9. Oliver's sweetheart has _______ hair.
   yellow

10. Would _______ be interested in reading this story?
    you
Miscellaneous:

A pupil can read or tell the story to the other pupils. As one pupil is speaking, the other pupils can take notes. This practice is carried on in the regular classrooms.
Lesson on H

Based on Hitler

for Junior and Senior High Schools

Grades 7-10

Before the class assembles the teacher should

1. have ready pictures of the German leaders prior to World War II, e.g., Hitler, Goering, Himmler, Storm Troopers.
2. write on blackboard any difficult or proper names which will occur in the course of the lesson.

Sound to be studied: H

To Pupils: We are going to study the sound h and at the same time we shall learn something about Hitler and Germany just before World War II. Perhaps some of you have fathers or friends who fought in World War II. For the sound h as in heat, hat or but there is no movement visible except the one of the vowel following it. Sometimes the h sound is heard, but most always it is revealed only by its use in a sentence. Usually the h sound occurs at the beginning of a word as in the following:

Note: Teacher will write on the board the words having the h sound.

1. Hilda was happy to hear the news.
2. Henry escorted her all the way home.
3. He carried a heavy load to the house.
4. Helen was the beautiful and haughty queen of Sparta.
5. Harold made haste to arrive home.
To Pupils: Sometimes the h sound occurs in the middle of the word as in the words in these sentences:
2. They went right ahead with their plans.
3. "Aha," said the cruel hangman, "come here."
4. Ahab was one of the greatest kings of Israel.

To Pupils: When h comes at the end of a word, it has no sound, as in the words in these sentences:
1. Tecumseh was a great Indian chief.
2. When the fireworks went off, we heard many oh's and ah's from the crowd.
3. Shah is the title of the ruler of Persia.

To Pupils: Can you give me some words that have the h sound?

Note: Write words on board as pupils give them.

Is it Audible?

To Pupils: I shall give you some words in groups of four that are in the story you will hear later. Some words will have the h sound and some will not. Tell me the word in each group that does not have the h sound.

<table>
<thead>
<tr>
<th>house</th>
<th>hated</th>
<th>head</th>
<th>save</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilhelm</td>
<td>Germany</td>
<td>Hohenzollern</td>
<td>Holland</td>
</tr>
<tr>
<td>Hindenburg</td>
<td>hectic</td>
<td>war</td>
<td></td>
</tr>
<tr>
<td>high</td>
<td>beautiful</td>
<td>Herculean</td>
<td>helpless</td>
</tr>
<tr>
<td>hero</td>
<td>horrible</td>
<td>hypnotized</td>
<td>race</td>
</tr>
<tr>
<td>inhuman</td>
<td>Goering</td>
<td>hangman</td>
<td>hundred</td>
</tr>
</tbody>
</table>
Comparison: Auditory and/or Visual

Note: Teacher may give these drills looking and speaking directly
to the pupils or from different positions in the room.

To Pupils: Repeat these words in the order that I give them:

<table>
<thead>
<tr>
<th>heave and eve</th>
<th>ate and hate</th>
</tr>
</thead>
<tbody>
<tr>
<td>heave eve heave hate ate hate</td>
<td></td>
</tr>
<tr>
<td>eve heave eve ate hate ate</td>
<td></td>
</tr>
<tr>
<td>heave heave eve ate ate hate</td>
<td></td>
</tr>
<tr>
<td>eve eve heave hate hate ate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hope and ope</th>
<th>eat and heat</th>
</tr>
</thead>
<tbody>
<tr>
<td>hope ope hope heat eat heat</td>
<td></td>
</tr>
<tr>
<td>ope hope ope eat heat eat</td>
<td></td>
</tr>
<tr>
<td>hope ope ope heat heat eat</td>
<td></td>
</tr>
<tr>
<td>hope hope ope eat eat heat</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hurt and urn</th>
<th>it and hit</th>
</tr>
</thead>
<tbody>
<tr>
<td>hurt urn hurt hit it hit</td>
<td></td>
</tr>
<tr>
<td>urn hurt urn it hit hit</td>
<td></td>
</tr>
<tr>
<td>hurt urn urn it it hit</td>
<td></td>
</tr>
<tr>
<td>urn urn hurt hit hit it</td>
<td></td>
</tr>
</tbody>
</table>

To Pupils: This story I am going to tell you has several h sounds.
Some of these sounds will be at the beginning of the word; some
of them will be in the middle of the word. Listen carefully for
the h sound.
Heil Hitler

At the end of World War I the ruling House of Hobenzollern in Germany fell. The hated Huns were defeated. Kaiser Wilhelm II had to flee to Holland to save his head.

Henceforth Germany was a democracy with Von Hindenburg at the head of the government. Von Hindenburg had been the general of the German army during the hectic days of the war. He tried to help Germany in her hour of need. Although the Germans loved him and held him in high esteem, he was unable to perform the Herculean job of getting Germany back on her feet. Germany had no money; her people were out of work. She had been a powerful nation. Now she was helpless. The time was ripe for a change.

Unfortunately the change was accomplished not by a hero, but by a horrible dictator. His name was Adolf Hitler. He hypnotized the Germans to the point that they considered him a hero sent from heaven. He organized hundreds of German youths in bands. These hoards of men called themselves the Brown Shirts, or the Nazis. They hunted down the poor Jews. They went into people's houses at night and hauled them off to prison.

"Heil Hitler" was the watchword of the German people. "Heil" means "hail". It became the official greeting. Instead of saying, "hello", when Germans met each other, they would say, "Heil Hitler" and click their heels.

This was really a sort of hysteria which affected the Germans. Hitler told them that they were the master race - the hope of humanity. When Hitler began to speak, it seemed that the
people sat on the edge of their seats hungry for whatever morsels of hope he might hurl them.

This inhuman monster finally led them to their destruction. He killed and humiliated thousands. He launched a second World War with a spearhead into Poland. When all of Europe was huddled in fear before him, America came to the rescue.

Hitlerism came to an end. Hitler died by his own hand and many of his leaders did likewise. Among them were Goering and Himler, the Hangman.

Let us hope that no one will ever hear again in the streets of Germany, the famous phrase, "Heil Hitler!"

Questions on the Story:
To Teacher: Ask these questions orally after reading the story to see whether the pupils have a general understanding of what you have just told them.

1. What happened to Kaiser Wilhelm II after World War I?
2. Who became head of the new Germany after World War I?
3. How was it possible for Hitler to come to power?
4. What was the password in Germany after Hitler came to power?
5. Why was Hitler a hero to the German people?
6. Can you name the one they called the "Hangman"?
7. How were Hitler and Hitlerism finally destroyed?
<table>
<thead>
<tr>
<th>Association</th>
<th>Memory</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences changing the order.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Pupils: I want you to repeat the sentence that you hear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clue Word:</strong></td>
<td>1. Germany was in a hectic condition after World War I.</td>
<td></td>
</tr>
<tr>
<td>hectic</td>
<td>2. Von Hindenburg was the head of the German government after World War I.</td>
<td></td>
</tr>
<tr>
<td>Hindenburg</td>
<td>3. The Kaiser fled to Holland.</td>
<td></td>
</tr>
<tr>
<td>Holland</td>
<td>4. Hitler seized the power in Germany because she was weak.</td>
<td></td>
</tr>
<tr>
<td>Hitler</td>
<td>5. Hitlerism was a form of hypnotism.</td>
<td></td>
</tr>
<tr>
<td>hypnotism</td>
<td>6. The Nazis were inhuman in their treatment of the Jews.</td>
<td></td>
</tr>
<tr>
<td>inhuman</td>
<td>7. We remember Hitlerism as a horrible period in the history of Germany.</td>
<td></td>
</tr>
<tr>
<td>horrible</td>
<td>8. Einstein, the famous scientist, was humiliated by the Nazis and came to America.</td>
<td></td>
</tr>
<tr>
<td>humiliated</td>
<td>9. Hitler was guilty of the death of hundreds of thousands of innocent people.</td>
<td></td>
</tr>
<tr>
<td>hundreds</td>
<td>10. All these people were helpless before this dictator.</td>
<td></td>
</tr>
</tbody>
</table>

**Written Work:**

**Auditory and Visual**

Note: Pass out papers to the pupils. The teacher will read each statement slowly and clearly.

To Pupils: I shall read some sentences to you that are about the story you have just heard. I shall leave out one word from each
sentence. On your paper please write the word I omit beside the number of the sentence. The word you write will have the h sound.

1. __________ became president of the new Germany after World War I.  
   Hindenburg

2. __________ came to power because Germany was weak.  
   Hitler

3. He was a __________ dictator.  
   horrible

4. Hitlerism was a form of __________.  
   hypnotism

5. Einstein was __________ by the Nazis.  
   humiliated

6. The Kaiser fled to __________.  
   Holland

7. Hitler killed __________ of thousands of innocent people.  
   hundreds

8. Himmler was the famous __________ of the Nazis.  
   hangman

9. The German Nazis were __________ by all the world.  
   hated

10. The famous greeting of the Germans in the days of the Nazis was __________.  
    "Heil Hitler"

Suggestions for use of pictures
The teacher may show pictures of Nazi leaders as she tells the story.
Lesson on K-Hard C-Hard G-Ng

Based on Kiss Me Kate
(Shakespeare's Taming of the Shrew)

for Senior High School
Grades 11-12

Before the class assembles the teacher should
1. have ready the record from the musical comedy "Kiss Me Kate".
2. write on the blackboard any difficult or proper names which
will occur in the course of the lesson.

Sounds to be studied: K-Hard C-Hard G-Ng

To Pupils: We are going to study the sounds k-hard c-hard g-ng,
and at the same time we shall learn something about Shakespeare's
comedy, The Taming of the Shrew, which we shall call "Kiss Me
Kate" in the lesson because we are going to listen to some records
from the musical comedy "Kiss Me Kate".

To pronounce k-hard c-hard g-ng the breath is forced out be-
tween the teeth. The mouth remains open, the degree of opening
depending upon the vowel that follows. We do not see any movement
for these letters except in the throat muscles occasionally.
Usually these sounds are revealed by the context.

The following words have this sound. Listen for this sound
which you may hear at the beginning of a word, in the middle of a
word, or at the end of a word. Sometimes you will find these
sounds combined with other letters. We call these combinations:blends.
**Note:** Teacher will write samples of these sounds on the board as follows:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
<th>Blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kate</td>
<td>Shakespeare</td>
<td>sake</td>
<td>clutter</td>
</tr>
<tr>
<td>come</td>
<td>Bianca</td>
<td>music</td>
<td>crown</td>
</tr>
<tr>
<td>guest</td>
<td>haggle</td>
<td>sag</td>
<td>glove</td>
</tr>
<tr>
<td></td>
<td>singer</td>
<td>ring</td>
<td>great</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>scarf</td>
</tr>
</tbody>
</table>

**To Pupils:** Can you give me any words that have these sounds?

**Note:** Write words on board as pupils give them.

**Is it Audible?**

**To Pupils:** I shall give you some words that are in the story you will hear later. If I say a word that has the k sound, you will answer Kate; if I say a word that has the hard g sound, you will answer girl; if I say a word that has the ng sound, you will answer wedding. These sounds may come at the beginning, in the middle or at the end of the word.

- comedy       cranky     taming
- clever       termagant scold
- bridegroom   meek      young
- bedding      going     ring
- garment      overcome broken
- courtier     longer    gown
- sing         king      thinking
- kind         courteous crowns
- guest        company declare
Homophenous Words

Note: Pupils will supply the word which is homophenous to the one the teacher gives. Teacher will give one word at a time. She may choose one that has the k, hard g or ng sound. The other words are given for the convenience of the teacher only.

To Pupils: I shall give you some words that have the k, the hard g or the ng sound. If I give you a word that has the k sound, you give me a word that has a hard g sound, and so on, but have your word rhyme with my word.

Examples: Kate Gate

could good clot glut

class glass clue glue

curl girl sink sang

crate grate hock hog

coal goal sunk sung

Dick dig cold gold

Huck hug come gum

bicker bigger kind guide

ache ague rink ring

think thing back bag

wink wing cap gap

Comparison: Auditory and/or Visual

Note: The teacher may give the following drills looking and speaking directly to the pupils or from different positions in the room.
To Pupils: Repeat these words in the order I say them:

<table>
<thead>
<tr>
<th>come and some</th>
<th>gave and pave</th>
</tr>
</thead>
<tbody>
<tr>
<td>come some come</td>
<td>gave pave pave</td>
</tr>
<tr>
<td>some come some</td>
<td>gave gave pave</td>
</tr>
<tr>
<td>come some some</td>
<td>pave gave pave</td>
</tr>
<tr>
<td>come come some</td>
<td>pave pave gave</td>
</tr>
<tr>
<td>keep and weep</td>
<td>cake and lake</td>
</tr>
<tr>
<td>keep weep keep</td>
<td>cake lake cake</td>
</tr>
<tr>
<td>weep keep keep</td>
<td>lake cake lake</td>
</tr>
<tr>
<td>weep keep weep</td>
<td>cake cake lake</td>
</tr>
<tr>
<td>keep keep weep</td>
<td>lake lake cake</td>
</tr>
<tr>
<td>sag and sash</td>
<td>cage and rage</td>
</tr>
<tr>
<td>sag sash sag</td>
<td>cage rage cage</td>
</tr>
<tr>
<td>sash sag sash</td>
<td>rage cage rage</td>
</tr>
<tr>
<td>sash sash sash</td>
<td>rage rage cage</td>
</tr>
<tr>
<td>sag sag sash</td>
<td>cage rage cage</td>
</tr>
</tbody>
</table>

The Story: Teacher should be so familiar with the story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but she should not use any exaggerated lip movements.

To Pupils: This story I am going to tell you has many k, hard c, hard g and ng sounds. Some of the words have the k, hard c, hard g and ng sounds at the beginning of the word like girl, or in the middle of the word like actress, or at the end of the word.
like meek. Listen for these sounds and distinguish one from the other by the context.

**Kiss Me Kate**

(Based on Shakespeare's *Taming of the Shrew*)

The *Taming of the Shrew* is a comedy. It shows how a very cranky girl is married to a clever man who tames her. This girl is called Katharine. The man who courts her is Petruchio (Pe-tru-kio). The entire comedy takes place in Padua where a rich gentleman, Baptista, lives.

Baptista has two girls. The elder, Katharine, is a termagant. That means a woman who is quarrelsome and scolding. The younger girl is called Bianca. She has a kind character. Many young men would like to be her bridaegroom, but Baptista, the father, will not give her to any one of these young men until he succeeds in getting Katharine married.

Petruchio comes to seek Katharine in marriage and tame her into a meek wife because he knows she is handsome and has a dowry of twenty thousand crowns. Baptista consents to the courtship of Katharine, but he warns Petruchio of the girl's character. He complains that Katharine has just broken the head of her music master with her lute.

Petruchio who is calm, careless and easy-going becomes boisterous and noisy. He forgets his manners, drinks like a drunkard and shocks Katharine. This is an act of Petruchio to make Katharine comply to his wishes. He pretends he is always in a temper himself. He calls for garments, caps, coats, scarfs and golden
rings for Katharine, but as soon as they are brought in, Petruchio cries, "Away with them. My Kate can not wear this cap nor that gown!" He finds fault with the food, saying it is not good enough for Katharine until the poor girl, nearly overcome by hunger, is ready to do all that Petruchio wishes. If she becomes angry, he jokes with her and cries, "Kiss Me Kate!" She consents to whatever he commands.

When she no longer dares to contradict Petruchio, he is glad to take her to her father's house. At Baptista's house there is a large company gathered to celebrate the wedding of Bianca, the younger girl, and a young courtier, Lucentio (Lu-shen-tio).

The wedding guests cannot help making jokes at Petruchio's expense thinking he has got the worst of the bargain. When the ladies have gone to the drawing room after dining, Petruchio consents to make a wager with the other young men that Katharine will come to his bidding. The guests laugh, but they each bet one hundred crowns. Bianca sends word that she cannot come. Another young woman declares that her husband should come to her. At last Katharine comes to her husband's bidding, and not only does she come, but she goes to get the other young women who would not consent to come before. And so Katharine becomes known, not as Katharine the Shrew, but as Katharine the most kind and courteous wife in Padua.

Questions on the Story:

To Teacher: Ask these questions orally after reading the story to see whether the pupils have a general understanding of what you
have just told them.

1. Who wrote the Taming of the Shrew?
2. Why is Katharine called a shrew?
3. Why did Petruchio decide to court and marry Katharine?
4. What tricks did Petruchio use to tame Katharine?
5. When she is provoked, what does he say to her?
6. When did Petruchio decide to take Katharine back to her father's house?
7. What was the bet the young men made?
8. Who won the bet?

<table>
<thead>
<tr>
<th>Association</th>
<th>Memory</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences changing the order.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Pupils: I want you to repeat the sentence that you hear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clue Word:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>comedy</td>
<td>1. &quot;Kiss Me Kate&quot; is a musical comedy based on Shakespeare's Taming of the Shrew.</td>
<td></td>
</tr>
<tr>
<td>termagant</td>
<td>2. Katharine is a termagant -- a cranky girl.</td>
<td></td>
</tr>
<tr>
<td>nagging</td>
<td>3. Katharine is always complaining and nagging.</td>
<td></td>
</tr>
<tr>
<td>court</td>
<td>4. Petruchio decides to court and tame Katharine.</td>
<td></td>
</tr>
<tr>
<td>jokes</td>
<td>5. Petruchio jokes with Katharine.</td>
<td></td>
</tr>
<tr>
<td>drunkard</td>
<td>6. Petruchio drinks like a drunkard and shocks Katharine.</td>
<td></td>
</tr>
<tr>
<td>hunger</td>
<td>7. Katharine becomes overcome by hunger.</td>
<td></td>
</tr>
<tr>
<td>wedding</td>
<td>8. The guests gather to celebrate Bianca's wedding.</td>
<td></td>
</tr>
</tbody>
</table>
9. The young men bet a hundred crowns that Katharine will not obey Petruchio.

10. Katharine becomes the kindest lady in Padua.

Written Work: Auditory and Visual

Note: Pass out papers to pupils. The teacher will read each statement slowly and clearly.

To Pupils: Answer the following questions in one word, making sure that your answer has at least one of the sounds studied in this lesson.

1. How would you describe this Shakespearean play?
   - comedy

2. Name another play by Shakespeare that has one of the sounds studied in this lesson.
   - King Lear
   - Macbeth

3. What is a shrew?
   - termagant
   - crank

4. Name the younger of Baptista's daughters.
   - Bianca

5. Describe the younger daughter.
   - kind

6. Who came a-courting Katharine?
   - Petruchio

7. Describe this young man.
   - clever

8. When Katharine became provoked, what expression did Petruchio always use?
   - "Kiss Me Kate"

9. How much did the young men bet at Bianca's wedding?
   - one hundred crowns
10. Finally Katharine turns into what kind of a wife? 

Miscellaneous: 

A Quiz on Kings 

Note: The following may have been mentioned in the regular classroom or the pupil may have read about them. Test pupils for general background knowledge. 

To Pupil: Some of the names of these kings have the sounds studied in this lesson. If you know the answer, raise your hand. Otherwise, watch my lips for the answer. 

1. What king said, "My kingdom for a horse"? Richard III 

2. What king wanted more worlds to conquer? Alexander the Great 

3. What king allowed the cakes to burn? King Alfred the Great 

4. What king was a merry old soul? King Cole 

5. What king crossed the English channel and conquered the English? William the Conqueror 

6. What king had six wives, divorced two, killed two, one died and one survived? King Henry VIII 

7. What king was a great crusader? King Richard the Lionhearted 

8. What king said, "Let the waves stand still." King Canute
9. What king was called the "Sun King"?
   King Louis XIV of France

10. What king helped Columbus cross the ocean in 1492?
    King Ferdinand of Spain

11. What king was forgotten by France?
    The King of Rome—Napoleon II, Son of Napoleon I

12. What king was very wise?
    King Solomon

Suggestions for use of records:
The records will be familiar to some of the pupils of this age level since some of the songs have been very popular and have been heard on the radio and television. The teacher may play them after telling the story.
Vowels with Extended Movement

Long e
Short e
Short a
A Lesson on Vowels with Extended Movement

Long e--Extended--Narrow
Short e--Extended--Medium
Short a--Extended--Wide

Based on the play Hamlet
By William Shakespeare
For Senior High School

Grades 11-12

Before the class assembles the teacher should
1. have ready a film strip on Hamlet.
2. write on the board any difficult or proper names which will
   occur in the course of the story.

Sounds to be studied: Vowels: Long e-Short e-Short a

To Pupils: We are going to study the sounds of three vowels.
These vowels are long e as in fee, short e as in let and short a
as in ham. You will hear many of these vowel sounds when I tell
you the story of Hamlet, the Prince of Denmark. For each of
these vowel sounds the lips are extended or drawn back.

For the sound of long e as in fee, the opening between the
upper and lower lips is narrow.

For the sound of short e as in let, the opening between the
upper and lower lips is medium. There is a little downward move-
ment of the jaw.

For the sound of short a as in ham, the opening between the
upper and lower lips is wide, and there is a definite downward
movement of the jaw.

Listen to these words. Repeat after me these words containing the three vowel sounds.

Close your eyes and repeat these words again. Now open your eyes and watch me as I say these words and listen carefully.

Note: Teacher will write these words on the board as follows:

meat met mat
seat set sat
geese guess gas

To Pupils: Sometimes the long e sound is written ea as in seat, or ei as in receive, or ie as in believe. Sometimes the short e sound is written ea as in head.

Note: Write various spellings on the board.

To Pupils: Can you give me some words that have the long e, the short e and the short a sound?

Note: Write words on board as pupils give them.

Is it Audible?

To Pupils: I shall give you some words that are in the story you will hear later. If I say a word that has the long e sound, you will answer fee; if I say a word that has the short e sound, you will answer let; if I say a word that has the short a sound, you will answer ham.

scene ramparts strength
Denmark castle speaks
deep upset mad
black treasonous be
<table>
<thead>
<tr>
<th>head</th>
<th>apparition</th>
<th>enact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ophelia</td>
<td>heels</td>
<td>hear</td>
</tr>
<tr>
<td>sweet</td>
<td>death</td>
<td>stab</td>
</tr>
<tr>
<td>vengeance</td>
<td>clad</td>
<td>breast</td>
</tr>
<tr>
<td>meanwhile</td>
<td>sleep</td>
<td>cease</td>
</tr>
<tr>
<td>Hamlet</td>
<td>sad</td>
<td>pack</td>
</tr>
</tbody>
</table>

**Homophenous Words:**

Note: With vowels there are fewer homophenous words than with consonants. At least one of these homophenous words occurs in the story. They are used in sentences.

To Pupils: I shall give you some sentences that have words that look alike. These words that look alike are called homophenes. Tell me the words that look alike.

**Long e**

<table>
<thead>
<tr>
<th>scene</th>
<th>seen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you ever seen the play, Hamlet?</td>
<td></td>
</tr>
<tr>
<td>2. The scene is laid in Denmark.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>be</th>
<th>me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;To be or not to be,&quot; said Hamlet.</td>
<td></td>
</tr>
<tr>
<td>2. &quot;Do you still love me?&quot; asked Ophelia.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>knees</th>
<th>tease</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hamlet wanted to bring the king to his knees.</td>
<td></td>
</tr>
<tr>
<td>2. Hamlet did not want to tease his mother.</td>
<td></td>
</tr>
</tbody>
</table>
Hamlet met a ghost.
2. Hamlet bet his father had been killed.

Ophelia shed many tears over Hamlet.
2. Hamlet wore a jet black costume.

The maiden wandered in the dell.
2. The ghost wanted to tell Hamlet the truth.

Everyone thought Hamlet was mad.
2. Claudius was a very bad king.

Hamlet departed with a pack of letters.
2. The ghost turned his back on Hamlet.

The sad news will shatter his whole life.
2. The lords and ladies chatter around him.
Comparison: Auditory and/or Visual

Note: The teacher may give the following drills looking and speaking directly to the pupils or from different positions in the room.

To Pupils: Repeat these words in the order that I say them:

<table>
<thead>
<tr>
<th>heed</th>
<th>head</th>
<th>had</th>
</tr>
</thead>
<tbody>
<tr>
<td>heed</td>
<td>head</td>
<td>had</td>
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<tr>
<td>head</td>
<td>heed</td>
<td>had</td>
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<tr>
<td>heed</td>
<td>had</td>
<td>head</td>
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<tr>
<td>head</td>
<td>had</td>
<td>heed</td>
</tr>
<tr>
<td>keen</td>
<td>Ken</td>
<td>can</td>
</tr>
<tr>
<td>keen</td>
<td>Ken</td>
<td>can</td>
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<td>Ken</td>
<td>keen</td>
<td>can</td>
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<td>keen</td>
<td>can</td>
<td>Ken</td>
</tr>
<tr>
<td>Ken</td>
<td>can</td>
<td>keen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>deed</th>
<th>dead</th>
<th>dad</th>
</tr>
</thead>
<tbody>
<tr>
<td>deed</td>
<td>dead</td>
<td>dad</td>
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<td>dad</td>
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<td>deed</td>
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<tr>
<td>deed</td>
<td>dad</td>
<td>dead</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>seed</th>
<th>said</th>
<th>sad</th>
</tr>
</thead>
<tbody>
<tr>
<td>seed</td>
<td>said</td>
<td>sad</td>
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<td>said</td>
<td>seed</td>
<td>sad</td>
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<tr>
<td>seed</td>
<td>sad</td>
<td>said</td>
</tr>
<tr>
<td>sad</td>
<td>said</td>
<td>seed</td>
</tr>
</tbody>
</table>

The Story: Teacher should be so familiar with story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but should not use any exaggerated lip movements.

To Pupils: This story I am going to tell you has many vowel sounds like the ones we have been studying: long e-short e-short a. Listen for these vowels.
Hamlet, The Prince of Denmark

This is, perhaps, the greatest of Shakespeare's tragedies.

The scene is laid in Denmark about 500 A.D. We see Hamlet, forgetful and sad, dressed in deep black, in mourning for his father's death. As he walks along the ramparts of the castle, an apparition comes to him. The apparition is clad from head to heels in the same suit which the dead king had worn. The apparition tells Hamlet that as he was sleeping, his treasonous brother, Claudius, poured poison into his ears. This killed Hamlet's father. Claudius, in turn, married Hamlet's mother, Gertrude.

Hamlet is so upset that he takes up a solemn resolution to avenge his father's death. However, the tragedy now is within Hamlet's breast. He is torn between vengeance and his natural shrinking from violent action. We hear the famous soliloquy. Hamlet speaks to himself: "To be or not to be, that is the question."

In order to spy better on his uncle and mother, Hamlet pretends to be mad. The gentle maiden, Ophelia, who loves him is very much disturbed by his madness, but she never ceases loving him. To be certain that his uncle is guilty, Hamlet invites some actors to enact a scene similar to the one when Hamlet's father was killed. When Hamlet sees Claudius upset and leave the room, he is convinced that Claudius is guilty. Hamlet rushes to his mother's apartments and accuses her of the wicked deed along with Claudius, his uncle. The father of Ophelia, Polonius, is spying on them behind a curtain. Hamlet, hearing a noise, thrashes
around with his sword and kills Polonius.

Claudius then sent Hamlet away to England, but after being captured by pirates, Hamlet succeeds in reaching his homeland. Alas! Sweet Ophelia has perished, drowned. She was saddened by her father's death at Hamlet's hand. The funeral is taking place when Hamlet arrives. Laertes, Ophelia's brother, accuses Hamlet of being the reason for his sister's death.

The king, Claudius, takes advantage of their quarrel. He enlists Laertes to prepare a poisoned sword and to challenge Hamlet to a duel. Meanwhile, Claudius prepares a poisoned bowl. If the poisoned sword does not succeed in killing Hamlet, the poisoned drink will. Hamlet's mother, without realizing it, drinks from the bowl and dies immediately. Meanwhile, Hamlet and Laertes have wounded each other fatally. As Laertes realizes that death is near, he confesses his guilt. Hamlet rushes into the king's room and practically with his last ounce of strength stabs his treacherous uncle to death. Thus ends the deep tragedy of Hamlet, Prince of Denmark.

Questions on the Story:
To Teacher: Ask these questions orally after telling the story to see whether the pupils have a general understanding of what you have just told them.

1. Who wrote this play?
2. Who was Hamlet?
3. Who appeared to him on the walls of the castle?
4. Why was he sad?
5. What did Hamlet discover?
6. How did he prove his uncle's guilt?
7. What happens to Ophelia?
8. Why is this play called a tragedy?

---

**Association**

**Memory**

**Identification**

Note: The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences changing the order.

To Pupils: I want you to repeat the sentence that you hear.

**Clue Word:**

- **tragedy**
  1. A tragedy is a play which ends sadly.
- **Hamlet**
  2. This tragedy is about Hamlet, the Prince of Denmark.
- **death**
  3. This play deals with violent death.
- **black**
  4. The ghost appeared dressed in black.
- **vengeance**
  5. Hamlet wanted vengeance for his father's death.
- **mad**
  6. Hamlet pretended to be mad.
- **Ophelia**
  7. Ophelia loved Hamlet in spite of his madness.
- **castle**
  8. Hamlet wandered around the castle spying on his uncle and mother.
- **treason**
  9. Claudius, the wicked uncle, was guilty of murder and treason.
- **breast**
  10. Hamlet stabbed Claudius in the breast.
Written Work: Auditory and Visual

Note: Pass out papers to pupils. The teacher will read each statement slowly and clearly.

To Pupils: If the statement I give is true, put a T after the number of the sentence. If the statement is false, put an F after the number of the sentence.

1. Hamlet suffered because he wanted to avenge his father's death, but he did not want violence. T.

2. All the chief characters in this play met violent deaths. T.

3. Ophelia no longer loved Hamlet and drowned herself. F.

4. Hamlet's mother was a sweet, trustworthy woman. F.

5. This play has been made into a fine moving picture starring Laurence Olivier. T.

6. "To be or not to be," is a famous speech recited by the ghost. F.

7. Hamlet killed Polonius for spying behind the curtain. F.

8. Claudius prepared the poisoned bowl to kill Hamlet. T.

9. Hamlet was killed by Polonius. F.

Suggestion for use of filmstrip

This film may be shown before telling the story, at the beginning of the following lesson as a review, or on both occasions.
Vowels with Relaxed Movement

Short i
Short u
Ah
A Lesson on Vowels with Relaxed Movement

Short i—Relaxed—Narrow
Short u—Relaxed—Medium
Ah—Relaxed—Wide

Based on the play *Midsummer Night's Dream*

By William Shakespeare

For Senior High School
Grades 10-12

Before the class assembles the teacher should
1. have ready records on *Midsummer Night's Dream.*
2. write on the board any difficult or proper names which will occur in the course of the story.

Sounds to be studied: Vowels: Short i—Short u—Ah

To Pupils: We are going to study the sounds of three vowels. These vowels are short i as in *pick,* short u as in *Puck* and ah as in *park.* For each of these vowel sounds, the mouth is opened. The lips are relaxed. They are neither drawn back nor thrust forward.

For the sound of short i as in *pick,* the opening between the upper and lower lips is narrow.

For the sound of short u as in *Puck,* the opening between the upper and lower lips is medium. There is a little downward movement of the jaw.
For the sound of **ah** as in **park**, the opening between the upper and lower lips is wide and there is a definite downward movement of the jaw.

Listen to these words. Repeat after me these words containing the three vowel sounds.

Close your eyes and repeat these words again. Now open your eyes and watch me as I say these words and listen carefully.

**Note:** Teacher will write these words on the board as follows:

- bid
- bud
- bard
- fizz
- fuss
- farce
- dig
- dug
- dark
- sin
- sun
- Saar
- hit
- hut
- heart
- kill
- gull
- Carl

**To Pupils:** Sometimes the **ah** sound is spelled **ear** as in **heart** or **er** as in **sergeant**.

**Note:** Write various spellings on the board.

**To Pupils:** Can you give me some words that have the short **i**, the short **u** or the **ah** sound?

**Note:** Write words on board as pupils give them.

**Is it Audible?**

**To Pupils:** I shall give you some words that are in the story you will hear later. If I say a word that has the short **i** sound, you will answer **pick**; if I say a word that has the short **u** sound, you will answer **Puck**; if I say a word that has the **ah** sound, you will answer **park**.

- arms
- wits
- but
- dim
- Hermia
- imps
- love
- park
- are
Homophenous Words:

Note: With vowels there are fewer homophenous words than with consonants. At least one of these homophenous words occurs in the story. They are used in sentences.

To Pupils: I shall give you some sentences that have words that look alike. These words that look alike are called homophenes. Tell me the words that look alike.

Short i

bid   mid
1. Oberon bid Puck help the Athenian lovers.
2. This play took place in midsummer.

sit   sin
1. Titania wanted to sit by Bottom all day.
2. It was a sin for an Athenian daughter to refuse the man of her father's choice.

him   imp
1. Oberon told him to help the lovers.
2. Puck was a little imp.
"Come with me," said Titania to Bottom.

The fairies ate the gum from the trees.

"I dub you messenger of the fairies," said Oberon.

Titania used a blossom for her tub.

Titania had drunk the honey from the flower.

Puck sat near the trunk of a tall tree.

The lovers went off arm in arm.

Oberon did not wish to harm Titania.

Oberon did not want anything to mar the happiness of the lovers.

Titania wanted to bar Oberon from her little changeling boy.

Titania gave her heart to Bottom.

It was hard for Oberon to punish Titania.
Comparison: Auditory and/or Visual

Note: The teacher may give the following drills looking and speaking directly to the pupils or from different positions in the room.

To Pupils: Repeat these words in the order that I say them:

<table>
<thead>
<tr>
<th>pick</th>
<th>Puck</th>
<th>park</th>
<th>him</th>
<th>hum</th>
<th>harm</th>
</tr>
</thead>
<tbody>
<tr>
<td>pick</td>
<td>Puck</td>
<td>park</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puck</td>
<td>park</td>
<td>pick</td>
<td>hum</td>
<td>harm</td>
<td>him</td>
</tr>
<tr>
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<td>Puck</td>
<td>pick</td>
<td>harm</td>
<td>him</td>
<td>hum</td>
</tr>
<tr>
<td>pick</td>
<td>park</td>
<td>Puck</td>
<td>hum</td>
<td>harm</td>
<td>hum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>live</th>
<th>love</th>
<th>laugh</th>
<th>kit</th>
<th>cut</th>
<th>cart</th>
</tr>
</thead>
<tbody>
<tr>
<td>live</td>
<td>love</td>
<td>laugh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>laugh</td>
<td>live</td>
<td>love</td>
<td></td>
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<tr>
<td>love</td>
<td>laugh</td>
<td>live</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>live</td>
<td>laugh</td>
<td>love</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Story: Teacher should be so familiar with story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but should not use any exaggerated lip movements.

To Pupils: This story I am going to tell you has many short i, short u and ah sounds. Listen carefully for these sounds.
A Midsummer Night's Dream
by William Shakespeare

In the dim and distant past there existed a law in the city of Athens. This law gave its citizens the right to make their daughters submit and marry whom their fathers wished or be put to death.

One such individual was Egeus. His daughter was Hermia. Instead of loving Demetrius, she loved Lysander. In excuse for her disobedience Hermia said that her friend, Helena, loved Demetrius to distraction.

Now Hermia is in great peril. She must give up Lysander or lose her life in four days. Lysander bids Hermia go with him to his aunt's house where the wicked law cannot reach them. They meet in the park. Helena, in the meanwhile, discloses Hermia's secret to Demetrius who goes thither in the woods in pursuit of Hermia.

In these woods there live Oberon and Titania, the gracious king and queen of those little imps known as fairies. Titania and Oberon are in disagreement. Oberon wants a little changeling boy, but Titania will not part with him.

Oberon then sends for his little page and privy counsellor, Puck, to work his magic, which is to drop the juice of a purple flower, Love-in-Idleness, on the eyelids of Titania when she is asleep. "When she opens her eyes," says Oberon, "She will fall in love with the first thing she sees. To free herself of this charm, she will give me the boy that I wish."
Puck is very mischievous; he likes to have fun, but he does not wish to harm anyone. As Oberon flits in and out among the trees, he notices Demetrius and Helena. From Demetrius' disdainful looks and Helena's tears he sees that all is not well with these young people. Oberon promises himself that he will have Puck drop the love-juice on the eyelids of Demetrius so that when he awakens, he will see Helena and fall in love with her. Alas! Puck makes a mistake. Instead of putting the love-juice on the eyelids of Demetrius, he puts it on the eyelids of Lysander, who is asleep beside Hermia in the park. Helena happens to reach Lysander. She awakens him. When Lysander sees Helena, he is in love with her.

Oberon notices this mistake. Quickly he bids Puck undo the wrong. Puck has just finished putting the love-juice on the eyelids of Titania. Then he goes swiftly to do Oberon's bidding. He puts the love-juice on the lids of Demetrius, whom he discovered asleep, resting from his search for Hermia. He opens his eyes and sees Helena with Lysander in pursuit. Since Helena is the first one that Demetrius sees, he falls in love with her, too. Poor Hermia, now she has no one in love with her. The two ladies begin to quarrel. Their hearts are broken. Oberon and Puck listen to their quarrel.

"This is your negligence, Puck," says Oberon. "Listen to their bitter words. You must fix this mistake. Drop the juice of this other flower on the eyelids of Lysander. When he awakens, he will forget his new love for Helena and return to his old
Titania, his queen, was still sleeping. Oberon, in the meanwhile, has discovered a silly clown who has lost his way. He places a donkey's head on the clown and this is what Titania sees when she awakes. She loses her wits over this silly clown. She puts her slim arms around his donkey head and whispers sweet words in his long, hairy ears. When Oberon discovers them, he begins to tease Titania until she is ashamed of this new favorite. She promises the little changeling boy to Oberon. Whereupon, Oberon throws some of the other juice into her eyes and Titania immediately regains her wits.

Everything is arranged for the four lovers when Egeus, Hermia's father, arrives in the woods. When he discovers that Demetrius no longer wishes to have Hermia as his own, but instead, is in love with Helena, he gives his permission to Lysander and Hermia to wed. Demetrius and Helena wish to marry the same day. Oberon and Titania, the little fairies, are invisible, but they are happy to see this reconciliation.

And so we have a joyous ending to this Midsummer Night's Dream!

Questions on the Story:

To Teacher: Ask these questions orally after telling the story to see whether the pupils have a general understanding of what you have just told them.

1. What law existed in Athens which is the basis for this story?
2. Whom did Hermia love?
3. Whom did Helena love?
4. Where did the lovers plan to meet?
5. Who lived here?
6. Why did Oberon wish to punish Titania?
7. What did Puck do?
8. How did Puck fix his mistake?
9. With whom did Titania fall in love?
10. How did the story end?

<table>
<thead>
<tr>
<th>Association</th>
<th>Memory</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences changing the order.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To Pupils: I want you to repeat the sentence that you hear.

Clue Word:
- midsummer
- Egeus
- Demetrius
- Titania
- mischievous
- charm
- favorite
- bitter
- negligence
- nuptials

1. This story is called a Midsummer Night's Dream.
2. Egeus was the father of Hermia.
3. Demetrius did not love Helena.
4. Titania was the queen of the fairies.
5. Puck is a mischievous little imp.
6. Puck cast a charm with the juice of a flower.
7. Bottom became Titania's favorite.
8. Oberon was sad to hear the bitter quarrel of the lovers.
9. Oberon scolded Puck for his negligence.
10. The fairies celebrated the nuptials of the Athenian lovers.
Written Work: **Auditory and Visual**

**Note:** Pass out papers to pupils. Teacher will read each statement slowly and clearly.

**To Pupils:** On your papers there are incomplete sentences. As I read the answers, put beside the number of the sentence on your paper the letter which completes the sentence correctly.

1. The queen of the fairies was -------.
   - a. Helena
   - b. Titania
   - c. Hermia

2. Egeus was the father of -------.
   - a. Lysander
   - b. Demetrius
   - c. Hermia

3. If a daughter refused to marry the man of her father's choice, she was -------.
   - a. put to death
   - b. banished from the kingdom
   - c. sold into slavery

4. Hermia wished to marry -------.
   - a. Puck
   - b. Demetrius
   - c. Lysander

5. Oberon wanted Titania to give him a -------.
   - a. flower
   - b. clown
   - c. changeling boy

6. The magic flower was called-------.
   - a. hyacinth
   - b. Love-in-Idleness
   - c. buttercup

7. Titania fell in love with -------.
   - a. Demetrius
   - b. Bottom
   - c. Puck

8. Helena was in love with -------.
   - a. Oberon
   - b. Demetrius
   - c. Lysander

9. The magic charm made the person awakening fall in love with the -------.
   - a. one who loved him
   - b. first one he saw
   - c. one he disliked
10. The story ended happily because -------.

   a. Puck corrected his mistake
   b. Titania fell in love with Bottom
   c. Oberon fell in love with Helena

Suggestions for use of records

These records may be played at the beginning of the lesson, before telling the story or at the very end of the lesson.
Vowels with Puckered Movement

Long oo

Short oo

Aw
A Lesson on Vowels with Puckered Movement

Long oo--Puckered--Narrow
Short oo--Puckered--Medium
Aw--Puckered--Wide

Based on The Trojan War
For Junior High School
Grade 9

Before the class assembles the teacher should
1. have ready film strip: Growing up in Ancient Greece.
2. write on the board any difficult or proper names which will occur in the course of the story.

Sounds to be studied: Vowels: Long oo-Short oo-Aw

To Pupils: We are going to study the sounds of three vowels.
These vowels are long oo as in boon, short oo as in book and aw as in bought. You will hear many of these vowels sounds when I tell you the story of the Trojan War. For each of these vowel sounds, the lips are drawn together or puckered.

For the sound long oo as in boon, the opening between the upper and lower lips is very narrow.

For the sound short oo as in book, the opening between the upper and lower lips is medium.

For the sound of aw as in bought, the lips are slightly puckered and the opening between the upper and lower lips is wide.
Listen to these words. Repeat after me these words containing these three vowel sounds.

Close your eyes and repeat these words again. Now open your eyes and watch me as I say these words and listen carefully.

Note: Teacher will write these words on the board as follows:

boot  put  pot  fool  full  fall
shoot shook shot food foot fought
tool took talk chew should jaw

To Pupils: Can you give me some words that have the long oo, the short oo or the aw sound?

Note: Write words on board as pupils give them.

Is it Audible?

To Pupils: I shall give you some words that are in the story you will hear later. If I say a word that has the long oo sound, you will answer woo; if I say a word that has the short oo sound, you will answer wood; if I say a word that has the aw sound, you will answer war.

goddess Jupiter ominous who
foolish want thought flock
contest fool moon choose
Juno rule hollow promise
lot quarrel truth lord
soon war cautious for
always sought long suitors
cruel because good cause
brought could horse Odyssey
Homophenous Words:

Note: With vowels there are fewer homophenous words than with consonants. At least one of these homophenous words occurs in the story. They are used in sentences.

To Pupils: I shall give you some sentences that have words that look alike. These words that look alike are called homophenes. Tell me the words that look alike.

**Long oo**

rued  rude
1. Paris rued the day he met Helen.
2. Helen was rude to the other suitors.

mood  booed
1. Helen was always in a good mood.
2. Paris was booed by his fellow Trojans.

**Short oo**

good  could
1. Helen was not a very good woman.
2. She could have remained in Sparta.
1. All the suitors vowed they would protect Helen.
2. The Greeks brought in a horse made of wood.

1. Paris took Helen away on a large boat.
2. He hid her in a favorite nook.

1. The Trojan War was not short.
2. As he read the pupils began to jot down notes.

1. Parish gave Helen a little brown and white fawn.
2. The Greeks fought long and hard to get back Helen.

1. The story of the Trojan War awes us.
2. The wooden horse was the cause of the fall of Troy.

Comparison: Auditory and/or Visual
Note: The teacher may give the following drills looking and speaking directly to the pupils or from different positions in the room.

To Pupils: Repeat these words in the order that I say them:
<table>
<thead>
<tr>
<th>food</th>
<th>foot</th>
<th>fought</th>
<th>boon</th>
<th>book</th>
<th>bought</th>
</tr>
</thead>
<tbody>
<tr>
<td>food</td>
<td>foot</td>
<td>fought</td>
<td>boon</td>
<td>book</td>
<td>bought</td>
</tr>
<tr>
<td>fought</td>
<td>food</td>
<td>foot</td>
<td>book</td>
<td>boon</td>
<td>bought</td>
</tr>
<tr>
<td>foot</td>
<td>fought</td>
<td>food</td>
<td>bought</td>
<td>book</td>
<td>boon</td>
</tr>
<tr>
<td>food</td>
<td>fought</td>
<td>foot</td>
<td>boon</td>
<td>bought</td>
<td>book</td>
</tr>
<tr>
<td>wooed</td>
<td>would</td>
<td>warred</td>
<td>shoot</td>
<td>shook</td>
<td>shot</td>
</tr>
<tr>
<td>wooed</td>
<td>would</td>
<td>warred</td>
<td>shoot</td>
<td>shook</td>
<td>shot</td>
</tr>
<tr>
<td>warred</td>
<td>wooed</td>
<td>would</td>
<td>shook</td>
<td>shot</td>
<td>shoot</td>
</tr>
<tr>
<td>would</td>
<td>warred</td>
<td>wooed</td>
<td>shot</td>
<td>shook</td>
<td>shoot</td>
</tr>
<tr>
<td>wooed</td>
<td>warred</td>
<td>would</td>
<td>shoot</td>
<td>shot</td>
<td>shook</td>
</tr>
</tbody>
</table>

The Story: Teacher should be so familiar with story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but should not use any exaggerated lip movements.

To Pupils: This story I am going to tell you has many long oo, short oo and aw sounds. Listen carefully for these sounds.

The Trojan War

Minerva was the goddess of wisdom, but on one occasion she did a very foolish thing. She entered a beauty contest with Juno and Venus. Who was the most beautiful? Jupiter did not want to decide. He was no fool. He did not want to make any rules in a woman's quarrel; so he asked Paris, who was tending his flocks, to choose one of the goddesses as the most beautiful.
Juno promised Paris that he would be a wealthy lord. Minerva promised that he would win glory and a lot of booty in war. Venus promised him the most beautiful woman in the world for his wife. Paris decided to choose Venus and he gave her the beauty prize, which was a golden apple.

Soon after, Paris sailed for Sparta in Greece. Menelaus was the king and beautiful Helen was his wife. She had been sought in marriage by many suitors. When she married Menelaus, the other suitors took an oath to always defend her cause. Among the suitors was Ulysses. You will hear more about him when you study The Odyssey.

Paris, aided by Venus, carried off Helen to Troy, his city across the water. From this came the great Trojan War.

All the suitors and other Greek warriors got together and set sail for Troy. Among them was Agamemnon and Achilles.

Priam was the king of Troy and Paris was his son. Paris had been brought up in obscurity because there were ominous prophecies that he would be the cause of the fall of Troy.

The war was long and cruel. It lasted ten years. The Greeks could not move into the city. After a great deal of talk, they thought of a good plan. They decided to fool the Trojans. By the light of the moon some of them pretended to sail off. The others built a huge wooden horse and him themselves inside its hollow interior. The Trojans thought that the Greeks had lost their courage and had in truth gone off. They thought the horse was a gift from the gods. They did not pay any attention to La-
ocoon when he said to them, "I fear the Greeks even when they bear gifts." They moved the horse into the city. At nightfall the Greek warriors cautiously moved out of the horse. They opened the gates of the city and gave the signal to their army. They drew up silently, and soon ransacked the city. They slew Priam and many of his followers. The beautiful city of Troy was burned. The Trojan War ended. Then began The Odyssey - the long voyage of Ulysses - who sought to reach his home.

Questions on the Story:

To Teacher: Ask these questions orally after telling the story to see whether the pupils have a general understanding of what you have just told them.

1. Who decided the beauty contest?
2. What was Paris to receive from Venus?
3. Who was Helen?
4. What was the cause of the Trojan War?
5. What had the suitors promised?
6. Who was king of Troy?
7. How long did the war last?
8. Who won the war?
9. What trick was used to defeat the Trojans?
10. What was The Odyssey?

Association Memory Identification

Note: The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences chang-
ing the order.

To Pupils: I want you to repeat the sentence that you hear.

Clue Word:

goddesses 1. Minerva, Juno and Venus were the goddesses who entered the beauty contest.

choose 2. Paris decided to choose Venus as the winner of the beauty contest.

promised 3. Venus promised Paris the most beautiful woman for his wife.

suitors 4. Helen had many suitors before she married Menelaus.

cause 5. These suitors promised to defend her cause.

obscurity 6. Paris had always lived in obscurity.

move 7. The Greeks could not move into Troy.

good 8. Ulysses thought of a good plan.

wooden 9. They built a wooden horse.

hollow 10. The Greeks hid inside the hollow horse.

Written Work: Auditory and Visual

Note: Pass out papers to pupils. Teacher will read each statement slowly and clearly.

To Pupils: If the statement I give is true, put a T after the number of the sentence. If the statement is false, put an F after the number of the sentence.

1. Minerva won a beauty contest. F.

2. Paris carried off Helen, the most beautiful woman in the world. T.

3. Helen's suitors had promised to defend her cause. T.
4. It had been prophesied that Paris would be the cause of the downfall of Troy. T.

5. Paris was the ruler of Sparta. F.

6. The Greeks decided to build a large wooden horse. T.

7. The Trojans were afraid of the horse and burned it. F.

8. The Greeks sailed off because they could not capture Troy. F.

9. Ulysses began his travels after the Trojan War. T.

**Suggestion for use of filmstrip**

This audio-visual aid may be shown before the lesson to give the pupils an idea of life and the people in ancient Greece: what they wore and what they did.
Diphthongs with Puckered Movement

Ow

Long o

Long u
A Lesson on Diphthongs with Puckered Final Movement

Ow
Long o
Long u

Based on the Story of Rip Van Winkle
by Washington Irving
For Junior High School
Grades 7-8

Before the class assembles the teacher should
1. have ready filmstrip on the story of Rip Van Winkle.
2. write on the board any difficult or proper names which will occur in the course of the story.

Sounds to be studied: Diphthongs: Ow-Long o-Long u

To Pupils: We are going to study the sounds ow-long o-long u, and at the same time we shall find out something about Washington Irving and the story he wrote about Rip Van Winkle.

A diphthong is the union of two vowels pronounced as one sound. Ow-long o-long u are diphthongs. These three diphthongs end in a puckered movement of the lips.

For the sound of ow or ou as in bough, the first movement is like the ah in bar, relaxed-wide, followed by a puckered movement --ah-oo said quickly. Notice the difference between the ow and the ah sounds in the following words. Notice the puckering of of the lips for the ow sound.
<table>
<thead>
<tr>
<th>how</th>
<th>are</th>
<th>down</th>
<th>darn</th>
</tr>
</thead>
<tbody>
<tr>
<td>sow</td>
<td>Saar</td>
<td>cow</td>
<td>car</td>
</tr>
<tr>
<td>mouse</td>
<td>Mars</td>
<td>hound</td>
<td>aunt</td>
</tr>
<tr>
<td>count</td>
<td>can't</td>
<td>arouse</td>
<td>hurrah</td>
</tr>
</tbody>
</table>

For the sound of long o as in so, the first movement is like the aw in saw, puckered-wide and becoming more puckered—aw-co said quickly. Notice the difference between the long o and the aw sounds in the following words. Notice the more pronounced puckering of the lips for the long o sound.

<table>
<thead>
<tr>
<th>low</th>
<th>law</th>
<th>foal</th>
<th>fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>ope</td>
<td>hop</td>
<td>soul</td>
<td>Saul</td>
</tr>
<tr>
<td>boat</td>
<td>bought</td>
<td>pole</td>
<td>Paul</td>
</tr>
<tr>
<td>Joe</td>
<td>jaw</td>
<td>toll</td>
<td>tall</td>
</tr>
<tr>
<td>bold</td>
<td>bald</td>
<td>volt</td>
<td>vault</td>
</tr>
</tbody>
</table>

For the sound of long u as in mew, the first movement is a quick relaxed-narrow movement. This is followed by a decided puckered movement like oo. The relaxed-narrow movement is difficult to see. Listen for the difference between the long u and oo sounds in the following words.

<table>
<thead>
<tr>
<th>mew</th>
<th>moo</th>
<th>cute</th>
<th>coot</th>
</tr>
</thead>
<tbody>
<tr>
<td>cue</td>
<td>coo</td>
<td>mute</td>
<td>moot</td>
</tr>
<tr>
<td>pew</td>
<td>pooh</td>
<td>muse</td>
<td>moose</td>
</tr>
<tr>
<td>fuel</td>
<td>fool</td>
<td>feud</td>
<td>food</td>
</tr>
</tbody>
</table>

To Pupils: Can you give me some words that have the ow, long o or the long u sounds?

Note: Write words on board as pupils give them.
Is it Audible?

To Pupils: I shall give you some words that are in the story you will hear later. When you hear the ow sound, you will answer vow; when you hear the long o sound, you will answer foe; when you hear the long u sound, you will answer view.

<table>
<thead>
<tr>
<th>popular</th>
<th>story</th>
<th>vouch</th>
<th>particular</th>
</tr>
</thead>
<tbody>
<tr>
<td>old</td>
<td>hue</td>
<td>tremulous</td>
<td>mountain</td>
</tr>
<tr>
<td>go</td>
<td>howl</td>
<td>now</td>
<td>wrote</td>
</tr>
<tr>
<td>stout</td>
<td>scold</td>
<td>house</td>
<td>beautiful</td>
</tr>
<tr>
<td>stroke</td>
<td>crown</td>
<td>told</td>
<td>clothes</td>
</tr>
<tr>
<td>crowd</td>
<td>cronies</td>
<td>profound</td>
<td>sound</td>
</tr>
<tr>
<td>fabulous</td>
<td>argument</td>
<td>review</td>
<td>wore</td>
</tr>
<tr>
<td>loungere</td>
<td>known</td>
<td>recount</td>
<td>curious</td>
</tr>
<tr>
<td>foe</td>
<td>round</td>
<td>roam</td>
<td>tower</td>
</tr>
</tbody>
</table>

Homophenous Words:

Note: With diphthongs there are fewer homophenous words than with consonants. At least one of these homophenous words occurs in the story. They are used in sentences.

To Pupils: I shall give you some sentences that have words that look alike. These words that look alike are called homophones. Tell me the words that look alike.

**Ow**

allowed    aloud

1. Rip's wife never **allowed** him to have any fun.
2. Rip never voiced his thoughts **aloud**.
1. Rip kept his own counsel and departed.
2. The little men held a council in the mountains.

1. Washington Irving saw a little bird on the bough of the tree.
2. The little man began to bow under his heavy load.

1. When Rip awoke, he heard the cock crow.
2. When it began to grow dark, Rip wanted to go home.

1. Rip was the sole survivor of the adventure on the mountain.
2. Rip felt that it was good for his soul to retell his adventure on the mountain.

1. When Rip reached the mountain, he felt cold.
2. The sun turned the mountain tops to gold.

1. Rip failed to amuse his wife.
2. For this reason she used to abuse him.

1. The view from the mountain was different.
2. A few people recognized Rip.
1. Wolf, Rip's dog, did not like to hear the cat mew.
2. The pew of the old church was handsomely carved.

**Comparison: Auditory and/or Visual**

**Note:** The teacher may give the following drills looking and speaking directly to the pupils or from different positions in the room.

**To Pupils:** Repeat these words in the order that I say them:

<table>
<thead>
<tr>
<th>how</th>
<th>hoe</th>
<th>hue</th>
<th>vow</th>
<th>foe</th>
<th>few</th>
</tr>
</thead>
<tbody>
<tr>
<td>how</td>
<td>hoe</td>
<td>hue</td>
<td>vow</td>
<td>foe</td>
<td>few</td>
</tr>
<tr>
<td>hoe</td>
<td>hue</td>
<td>how</td>
<td>foe</td>
<td>few</td>
<td>vow</td>
</tr>
<tr>
<td>hue</td>
<td>how</td>
<td>hoe</td>
<td>few</td>
<td>vow</td>
<td>foe</td>
</tr>
<tr>
<td>hoe</td>
<td>how</td>
<td>hue</td>
<td>foe</td>
<td>vow</td>
<td>few</td>
</tr>
<tr>
<td>cow</td>
<td>go</td>
<td>cue</td>
<td>bow</td>
<td>beau</td>
<td>mew</td>
</tr>
<tr>
<td>cow</td>
<td>go</td>
<td>cue</td>
<td>bow</td>
<td>beau</td>
<td>mew</td>
</tr>
<tr>
<td>cue</td>
<td>cow</td>
<td>go</td>
<td>beau</td>
<td>bow</td>
<td>mew</td>
</tr>
<tr>
<td>cow</td>
<td>cue</td>
<td>go</td>
<td>mew</td>
<td>beau</td>
<td>bow</td>
</tr>
<tr>
<td>go</td>
<td>cue</td>
<td>cow</td>
<td>bow</td>
<td>mew</td>
<td>beau</td>
</tr>
</tbody>
</table>

**The Story:** Teacher should be so familiar with story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but should not use any exaggerated lip movements.
To Pupils: This story I am going to tell you has many ow, long o and long u sounds. Listen carefully for these sounds and watch my lips as I tell you the story.

The Rover of the Catskills

Long ago at the close of the American Revolution when New York was a little old town a small boy lived there. His name was Washington Irving. How do you suppose he got that name? He was named after George Washington, of course. Washington Irving saw the first president when he was in a procession on his way to the Federal House to take his oath as the new head of the government.

Washington Irving used to roam all over New York. He was very curious about the old Dutch who used to own New York before the English took over. He would go so far that his parents had to employ the town crier to locate him. Now and then he spent his holidays far out into the country round about New York where the descendants of the old Dutch settlers continued to live. He made voyages in a boat up and down the Hudson River. The highlands towered above him. He roamed among the Catskill Mountains where magical hues changed every hour of the day. The view was fabulous. When Irving grew older, he wrote many beautiful stories. However, none has been so popular nor so well known as the story of Rip Van Winkle.

Along the Hudson River not far from the Catskill Mountains there was an old Dutch town. In that town lived Rip Van Winkle. Rip was loved by young and old, but he could not please his wife who was always nagging and howling at him. Rip spent many of his
days at the Village Inn under the sign of King George III until his wife told him to go away. Then he took his gun and vowed he would go away. He took his dog, Wolf, and headed for the mountains. Wolf was as happy as Rip to get away from home. When Dame Van Winkle scolded the both of them, Rip raised his eyes silently to heaven, but Wolf tucked his tail between his legs and slunk out of the house. He used to be tremulous with fright. This particular day when Rip stole away up the mountainside, he heard his name called. A short, square man with a grey beard had called Rip to help carry a keg of liquor. The little man was dressed in old Dutch clothes. He accepted Rip's help, but he did not say a word. As they climbed the mountain Rip heard noises that sounded like thunder. At the top there were crowds of little men playing at ninepins. One stout gentleman who seemed to be the leader wore a laced doublet and a high-crowned hat. No one spoke to Rip. While they were playing, Rip also drank the liquor. Then he fell into a profound sleep.

When he awoke, all the old gentlemen were gone. His dog did not answer his call; his gun was rusty. Even the view from the mountain was different. As he walked toward the town, the people were different. They seemed like foes instead of friends. He stroked his chin and found that his beard had grown a foot long. He had a hard time locating his house, only to find it in a state of decay. The sign over the inn had been changed to George Washington Inn. When Rip asked the loungers about his old cronies, they told him they had been dead for twenty years!
Finally an eager young woman pushed through the crowd to look at Rip. After they had spoken together a few minutes, Rip discovered that this was his daughter, Judith, and that his wife had died in an argument with a pedlar.

No one believed Rip. At last, another old settler vouched for his unusual story. He assured the men that Henry Hudson with his crew came to the mountains every twenty years to review their adventures. He had seen them dressed in old Dutch costumes playing at ninepins.

Questions on the Story:
To Teacher: Ask these questions orally after telling the story to see whether the pupils have a general understanding of what you have just told them.
1. Who wrote the story of Rip Van Winkle?
2. How did Washington Irving get the material for his stories?
3. Why did Rip go off to the mountains with his dog?
4. Whom did he encounter there?
5. What did he find when he awoke?
6. How did people finally believe Rip's story?

Association  Memory  Identification
Note: The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences changing the order.
To Pupils: I want you to repeat the sentence that you hear.
Clue Words:

roam 1. Washington Irving used to roam all over the town.

round 2. He went round about New York.

view 3. He used to watch the view from the Catskill Mountains.

stories 4. He wrote many beautiful stories about the old Dutch settlers.

towered 5. The mountains towered above the Hudson River.

hues 6. The foliage on the trees changed to many different hues.

scold 7. Rip Van Winkle's wife used to scold him and his hound.

lounged 8. The men lounged around the inn watching Rip approach.

found 9. When Rip returned, he found no one he knew.

few 10. Rip recognized a few of the houses.

Written Work: Auditory and Visual

Note: Pass out papers to pupils. Teacher will read each statement slowly and clearly.

To Pupils: As I read a sentence, there will be a word missing which has one of the sounds we have studied in this lesson. Write that word after the number of the sentence I give you.

1. There was a beautiful --------- from the Catskill Mountains.

2. Washington Irving used to--------
   all over the town.

3. Rip lived in an old Dutch --------.
4. Rip Van Winkle was loved by young and old.

5. The foliage on the trees changed to many hues.

6. Dame Van Winkle was a nag and a scold.

7. Wolf was Rip's hound.

8. As Rip Van Winkle approached, he saw many men lounging around the inn.

9. Rip Van Winkle told his story to everyone.

10. For our next lesson we shall have a review of these sounds.

Suggestions for use of film strip of Rip Van Winkle
This particular film is excellent to use before the story is told to acquaint the pupils with what is to come, or at the end to reinforce what they have learned.
Diphthongs with Relaxation Movement

Long a

Long i

Oy
A Lesson on Diphthongs with Relaxed-Narrow Movement

Long a
Long i
Oy

Based on the Story of Ivanhoe
by Sir Walter Scott
For Junior High School
Grade 9

Before the class assembles the teacher should
1. have ready records of Ivanhoe I/.
2. write on the board any difficult or proper names which will
   occur in the course of the lesson, also the following facts:

Type of story: Novel
Author: Sir Walter Scott
Type of story: Historical Romance
Time of story: 1194
Place: England
Principal characters:

Cedric, the Saxon of Rotherwood Grange
Wilfred of Ivanhoe, his disinherited son
Lady Rowena, his ward, loved by Ivanhoe
Isaac of York, a Jewish money lender
Rebecca, his daughter
Sir Brian de Bois-Gilbert, a Norman Knight Templar

I/ Teach-Disc, op. cit.
King Richard I, returned from Third Crusade
Robin Hood, an outlaw

Sounds to be studied: Diphthongs: Long a—Long i—oy

To Pupils: We are going to study the sounds long a—long i—oy, and at the same time we shall find out something about the story of Ivanhoe by Sir Walter Scott.

A diphthong is the union of two vowels pronounced as one sound. Long a—long i—oy are diphthongs. These three diphthongs end in a relaxed-narrow movement of the lips.

For the sound of long a as in lace, the first movement is like short e as in less, extended-medium, followed quickly by a relaxed-narrow movement—e—i said rapidly. Notice the difference in the vowel sounds of the following words.

mate met lay let
fail fell rake wreck
sail sell nay net
jay jet tail tell

For the sound of long i as in sigh, the first movement is like the ah of Saar, relaxed-wide, followed quickly by a relaxed-narrow movement—ah—i said rapidly. Notice the difference in the vowel sounds of the following words.

buy, by, bye bar dike dark
tie tar might mart
like lark my ma
pie pa high ha, ah
For the sound of oy as in joy, the first movement is like that of aw as in jaw, puckered-wide, followed quickly by a relaxed-narrow movement—aw-i said rapidly. Notice the difference in the vowel sounds of the following words:

<table>
<thead>
<tr>
<th>soy</th>
<th>saw</th>
<th>toil</th>
<th>tall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roy</td>
<td>raw</td>
<td>point</td>
<td>pawn</td>
</tr>
<tr>
<td>foil</td>
<td>fall</td>
<td>broil</td>
<td>brawl</td>
</tr>
<tr>
<td>coil</td>
<td>call</td>
<td>oil</td>
<td>owl</td>
</tr>
</tbody>
</table>

To Pupils: Can you give me some words that have the long a, long i or the oy sounds?

Note: Write words on board as pupils give them.

Is it Audible?

To Pupils: I shall give you some words that occur in the story you will hear later. If I say a word that has the long a sound, you will answer fame; if I say a word that has the long i sound, you will answer knight; if I say a word that has the oy sound, you will answer joy.

<table>
<thead>
<tr>
<th>Ivanhoe</th>
<th>spoil</th>
<th>stake</th>
<th>right</th>
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</thead>
<tbody>
<tr>
<td>place</td>
<td>Brian</td>
<td>hatred</td>
<td>astray</td>
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<tr>
<td>type</td>
<td>crusade</td>
<td>loyal</td>
<td>died</td>
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<tr>
<td>safely</td>
<td>benight</td>
<td>choice</td>
<td>attired</td>
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<tr>
<td>main</td>
<td>prize</td>
<td>fight</td>
<td>aged</td>
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<tr>
<td>desire</td>
<td>royal</td>
<td>way</td>
<td>line</td>
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<tr>
<td>lady</td>
<td>Athelstane</td>
<td>Lionhearted</td>
<td>join</td>
</tr>
<tr>
<td>despoil</td>
<td>wily</td>
<td>gay</td>
<td>raised</td>
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<tr>
<td>DeBracy</td>
<td>tale</td>
<td>prior</td>
<td>tired</td>
</tr>
<tr>
<td>wily</td>
<td>faint</td>
<td>reply</td>
<td>dais</td>
</tr>
</tbody>
</table>
Homophenous Words:

Note: With diphthongs there are fewer homophenous words than with consonants. At least one of these homophenous words occurs in the story. They are used in sentences.

To Pupils: I shall give you some sentences that have words that look alike. These words that look alike are called homophenes. Tell me the words that look alike.

Long $\underline{a}$

aid $\rightarrow$ hate
1. The Black Knight went to the aid of Ivanhoe.
2. The Saxons used to hate the Normans.

safe $\rightarrow$ save
1. Ivanhoe led the travelers to a safe castle.
2. Ivanhoe tried to save Rebecca.

blaze $\rightarrow$ place
1. The castle was a huge blaze of fire.
2. The Normans captured Rebecca in a lonely place.

Long $\underline{i}$

idle $\rightarrow$ idol
1. Ivanhoe did not remain idle.
2. Ivanhoe was Rowena's idol.

aisle $\rightarrow$ I'll
1. Ivanhoe and Rowena went down the aisle, man and wife.
2. "I'll help you!" cried the Black Knight.
The Normans did not fight men their own size.

Rowena had jewelry made of gold foil.

Rowena's garments were made of thin voile.

King Richard was buoyant over the victory.

Isaac and his daughter showed a poignant grief at leaving England.

The Normans tried to roll the Saxons to anger.

The Black Knight was of royal blood.

Comparison: Auditory and/or Visual

Note: The teacher may give the following drills looking and speaking directly to the pupils or from different positions in the room.

bay buy boy rail rile royal
bay buy boy rail rile royal
buy bay boy rile royal rail
boy buy bay royal rile rail
bay boy buy rail royal rile
<table>
<thead>
<tr>
<th>paint</th>
<th>pint</th>
<th>point</th>
<th>later</th>
<th>lighter</th>
<th>loiter</th>
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<tr>
<td>paint</td>
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<td>later</td>
<td>loiter</td>
<td>lighter</td>
</tr>
</tbody>
</table>

The Story: Teacher should be so familiar with story that she can tell it to her pupils looking at them all the time in order that they can readily read her lips. She should speak naturally and clearly, but should not use any exaggerated lip movements.

To Pupils: This story I am going to tell you has many long a, long i and oy sounds. Listen carefully for these sounds and watch my lips as I tell you the story.

The Story of Ivanhoe

When this story begins, Richard I is in Austria, a royal prisoner, and Prince John, his wily brother is on the throne of England. The hatred between the Norman conquerors and the Saxon captives is bitter. This is a tale of knights and crusaders, loyal lords and brave ladies.

Night was falling when Prior Aymer of Jorvaux and a Knight Templar, Brian de-Bois-Guilbert came upon a swineherd and a fool and asked the way to Rotherwood, the home of Cedric, the Saxon. The replies of these serfs confused the Prior and the Knight so much that they would have gone astray if they had not met a pilgrim, a crusader from the Holy Land. The pilgrim was also on
his way to Rotherwood and he brought them safely to Cedric. In those days everyone made it a point to give shelter to all benighted travelers, and Cedric gave a grudging welcome to the Norman lords.

There was a gay feast at Rotherwood that night. On the dais beside Cedric sat his ward, the lovely Lady Rowena, of the ancient Saxon line. It was Cedric's desire to wed her to Athelstane of Coningsburgh of the royal line of King Alfred. Cedric had banished his son, Ivanhoe, because he had fallen in love with Rowena, and the loyal knight had gone with King Richard to Palestine. Nobody in the banquet hall that night realized that the pilgrim was Ivanhoe.

Another traveler who had claimed shelter was an aged Jew, Isaac of York. Ivanhoe warned Isaac that Sir Brian, the Knight Templar, had designs on his money bags or his person. Without saying goodbye, the next day Ivanhoe and Isaac went on their way to a nearby town. Here a tournament was to take place. Prince John would preside. The winner would be able to name the Queen of Love and Beauty and he would receive a prize from the lady of his choice.

Ivanhoe entered the tournament with 'Disinherited' written upon his shield. He vanquished five knights, including Sir Brian. The next day he had to fight three more knights. At this time he was aided by an unknown knight attired in black. Ivanhoe was declared the champion. He removed his helmet to receive the prize from the Lady Rowena whom he had chosen as the Queen of Love and
Beauty. He was recognized! Ivanhoe fainted dead away because of the loss of blood from his wounds. Isaac and his daughter, Rebecca, showed their loyalty by taking Ivanhoe away to their home until he was well. On the way they joined the train of Cedric, who was still unaware of Ivanhoe's true name.

Meanwhile they were attacked by three Norman knights, Sir Brian, Maurice de Bracy and Front de Boeuf. They were taken to Torquillstone, de Boeuf's castle. DeBracy had designs on Lady Rowena because she was a royal princess. DeBoeuf wanted to despoil Isaac of his money and Sir Brian wanted to win the fair Rebecca. The Black Knight, Richard the Lionhearted, spoiled their plans by attacking the castle with the aid of famous Robin Hood. Sir Brian escaped with Rebecca. When Isaac went to ransom her, Rebecca was declared a witch and sentenced to be burned at the stake. The day arrived for her to die. A pile of wood had been laid around the stake. The heralds called for a champion to defend her as was her right. At the third call a strange knight rode in. Sir Brian recognized Ivanhoe, who was weak and tired from his wounds. At the first blow Ivanhoe fell and then to everyone's surprise Sir Brian also collapsed. He died as a result of the violence of his passions. The Black Knight arrived and the royal standard was raised. The anointed Richard had returned to reclaim his throne. Athelstane gave up his claims on the Lady Rowena and she and Ivanhoe were joined in holy matrimony.

Isaac and Rebecca went away to seek happiness in Granada, Spain.
And so the tale of Ivanhoe ended joyously with everyone living happily ever after.

Questions on the Story:

To Teacher: Ask these questions orally after reading the story to see whether the pupils have a general understanding of what you have just told them.

1. Where are Sir Brian and the Prior going when they meet the pilgrim?
2. Who was the pilgrim and why was he disguised?
3. How do the Saxons feel towards the Norman conquerors?
4. Who was Isaac?
5. Tell something about the tournament.
6. What happened to Ivanhoe after he was wounded?
7. Who saved Rebecca?
8. How did this tale end?

Association Memory Identification

Note: The clue word may be written on the board. Give sentences with clue word showing; erase clue word; repeat sentences changing the order.

To Pupils: I want you to repeat the sentence that you hear.

Clue Word:

- anointed
- crusade
- benighted

1. Richard the Lionhearted had been anointed King of England.
2. Richard the Lionhearted returned from the Third Crusade to reclaim his royal throne.
3. Benighted travelers, which means those who were overcome by night, were welcome at Cedric's house.
Ivanhoe was in love with the fair Lady Rowena.

Athelstane

Cedric named Athelstane as his choice for Lady Rowena's hand.

Knight

The Black Knight was Richard the Lionhearted.

famous

Robin Hood was a famous outlaw who helped the Black Knight capture the castle.

despoil

One of the Norman Knights tried to despoil Isaac of his riches.

stake

Rebecca was to be burned at the stake as a witch.

joined

Lady Rowena and Ivanhoe were joined in holy matrimony.

Written Work: Auditory and Visual

Note: Pass out papers to pupils. The teacher will read each statement slowly and clearly.

To Pupils: If the statement I give is true, put a T after the number of the sentence. If the statement is false, put an F after the number of the sentence.

1. This tale is a romantic novel written by William Shakespeare. F.

2. When the story begins, a Knight, a prior and a pilgrim are on their way to the house of Cedric the Saxon. T.

3. Cedric is extremely happy to receive them because the Saxons love the Normans. F.

4. Cedric has disowned Ivanhoe because he is in love with Rowena. T.

5. During the tournament at Ashby, Ivanhoe wins the prize from Lady Rowena. T.

6. The three Norman Knights who capture the train of Cedric are interested only in helping the ladies. F.
7. The Black Knight and the Disinherited Knight are one and the same person.  

8. Ivanhoe comes to the defense of Rebecca in spite of his wounds.

9. Isaac and Rebecca leave for Spain because they hope they will be happier than they have been in England.

Suggestions for use of records

This lesson on Ivanhoe will take at least two periods. If the story is told during the first lesson, the records may be used at the beginning of the second lesson. This will also give the pupils an opportunity to listen without reading the lips of the teacher.
CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to create sample lessons in lipreading and auditory training for hard of hearing pupils in the junior and senior high schools. Because of the lack of teaching materials at these grade levels, it was felt that lessons of this kind would be an aid to the lipreading teacher, and at the same time would be helpful to the pupils in their adjustment to their classroom subjects and to a new school situation.

Conclusions

When these lessons were used by the two lipreading teachers in New Bedford, Massachusetts, it was found that their pupils were much more interested in the lipreading lesson than when other lessons, games or devices were presented. The pupils had an opportunity to learn the techniques of lipreading and auditory training, and at the same time ask questions and receive help on their classroom subjects.

Limitations

Because of the need of material for teaching lipreading and auditory training to the pupils of the secondary level, these lessons cover a wide range of grades. No attempt has been made to grade the lessons. In addition, since other teachers of lipreading have not tried the lessons, no general conclusions can be
drawn about their effectiveness in other school systems.

Suggestions for Further Research

1. Prepare other lessons for junior and senior high schools integrating other subjects than English, the social studies and science.

2. Prepare lessons integrating lipreading and auditory training with classroom materials for grades other than junior and senior high schools.

3. Prepare a manual with graded lessons from simple to more difficult using the lessons in this study as a pattern.

4. Prepare lessons integrating lipreading and auditory training using other methods 1/ , 2/ of approach than the Mitchie method 3/ as presented in this study.

5. Use these lessons in several school systems to determine their effectiveness as compared with standard lipreading texts.

1/ See Chapter II


3/ Edward Mitchie, op. cit.
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B. PERIODICALS


C. ENCYCLOPEDIA ARTICLES


D. UNPUBLISHED MATERIALS
